DOCUMENT RESUME

ED 026 995

JC 690 031

By-Baber, Eric R., Ed.

Report of a Pilot Program of Four Inservice Faculty Seminars Held in Four Illinois Junior Colleges by Means of Telephone Conference Call.

Illinois State Univ., Normal.
Pub Date 68
Note- 105p.
EDRS Price MF-$0.50 HC-$5.35
Descriptors-*College Curriculum, *College Instruction, Conference Reports, Discussion Groups, *Educational Philosophy, *Junior Colleges, Seminars, *Student Personnel Services, Telephone Communication Systems
Identifiers-*Illinois

Presented are papers and subsequent discussions from four junior college faculty in-service seminars held in the spring of 1968 and jointly sponsored by Illinois State University and four junior colleges (Illinois Central, Illinois Valley Community, Joliet Junior, and Sauk Valley). At each seminar, the moderator and three panelists appeared "live" on one of the four junior college campuses, and faculty groups on the other three campuses participated simultaneously by means of a telephone conference-call hook-up, making it possible for individuals in all four locations to hear the presentations and discussions, and to ask questions of the panelists. The topics of the four seminars were: (1) the philosophy of the junior college, (2) curriculum in the junior college, (3) improvement of junior college instruction, and (4) junior college student personnel services. (MC)

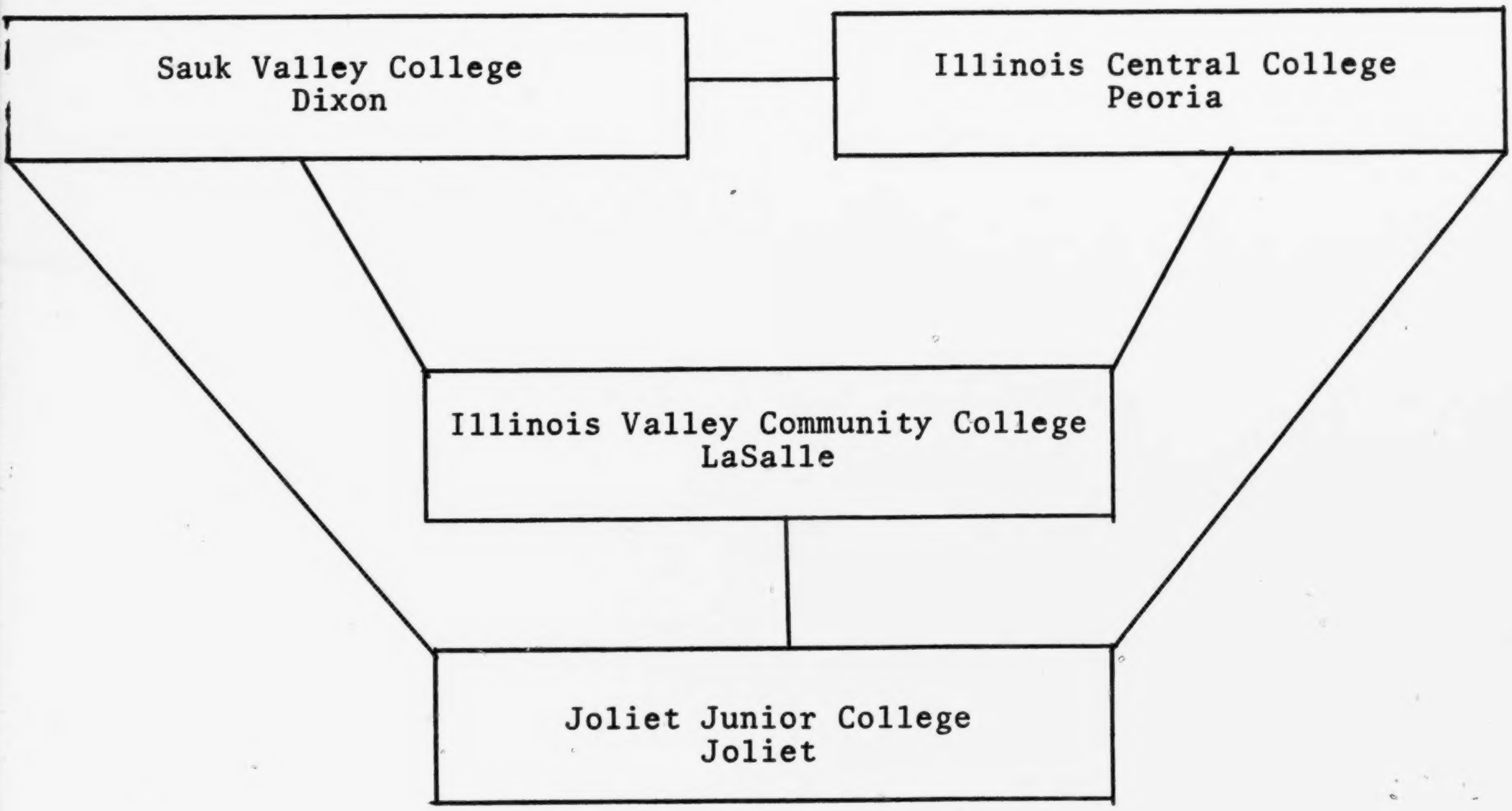
ED0 26995

INSERVICE FACULTY SEMINARS

in

Four Illinois Junior Colleges

(via telephone conference call)



Sauk Valley College
Dixon

Illinois Central College
Peoria

Illinois Valley Community College
LaSalle

Joliet Junior College
Joliet

JC 690 031

Sponsored by

ILLINOIS STATE UNIVERSITY
and the participating colleges

Spring, 1968

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

REPORT OF A PILOT PROGRAM OF FOUR INSERVICE FACULTY SEMINARS HELD IN FOUR ILLINOIS JUNIOR COLLEGES

by means of Telephone Conference Call

(Spring, 1968)

Program Director and Moderator:

Elden A. Lichty, Professor of Education,
Illinois State University

Editor of Report and Project Coordinator:

Eric R. Baber, Professor of Education,
Illinois State University

Graduate Assistant:

John C. Fiege, Doctoral Candidate,
Illinois State University

UNIVERSITY OF CALIF.
LOS ANGELES

FEB 24 1968

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

TABLE OF CONTENTS

Page

Introduction to the Report 1

Leo E. Eastman, Head of the Department of Education, Illinois State University

First Seminar, March 13, 1968, Illinois Central College, Peoria 2

Topic: Philosophy of the Junior College

Introduction 2

Panel Presentations:

(a) "Historical Development of the Junior College Philosophy," Ken Brunner, Professor and Chairman, Dept. of Higher Education, Southern Illinois University 3

(b) "Philosophy, Form and Function of the Individual College," Edward J. Sabol, President, Sauk Valley College 13

(c) "Philosophy, Purposes and Functions, As Seen by the Illinois Junior College Board," Gerald W. Smith, Executive Secretary, Illinois Junior College Board 18

Transcription of "Question and Answer" session 25

Second Seminar, April 3, 1968, Illinois Valley Community College, LaSalle 32

Topic: Curriculum

Panel Presentations:

(a) "Curriculum Development in the Junior College," Everett Belote, Associate Secretary, Illinois Junior College Board 32

(b) "The Community College Staff and Curriculum Development," William Ogilvie, Coordinator of Junior Colleges, Northern Illinois University 36

(c) "Bubbling Concepts from Business and Industry on the Community College," Herbert Zeitlin, President, Triton College, Northlake 41

Third Seminar, April 24, 1968, Joliet Junior College, Joliet 47

Topic: Improvement of Instruction

Introduction 47

Panel Presentations:

(a) "Functions and Responsibilities of Junior College Instructors," Jack A. Peterson, Professor of Education, Western Illinois University 48

(b) "Research Vs. Instruction in the Junior College," Eric R. Baber, Professor of Education, Illinois State University 52

(c) "Improving Teaching in the Junior College," Clifford G. Erickson, President, Rock Valley College, Rockford 56

Transcription of "Questions and Answers" session 65

Fourth Seminar, May 8, 1968, Sauk Valley College, Dixon 75

Topic: Student Personnel Services

Introduction 75

Panel Presentations:

(a) "Characteristics of Junior College Students: Implications for Faculty and Student Personnel Specialists," Al Wisgoski, Director of Student Personnel Services, Illinois Valley Community College, LaSalle 75

(b) "Counseling Services in the Junior College," David L. Livers, Associate Professor of Education and Psychology, Illinois State University 82

(c) "The Administrative Relationship of the Student Personnel Program of the Comprehensive Junior College," Parmer L. Ewing, Director of Department of Higher Education, State Office of Public Instruction 86

Transcription of "Questions and Answers" session 91

INTRODUCTION TO THE REPORT

This report presents the substance of the papers and discussions which constituted the four junior college faculty inservice seminars held in the Spring of 1968 and jointly sponsored by Illinois State University and the four participating junior colleges (Illinois Central College, Illinois Valley Community College, Joliet Junior College, and Sauk Valley College). At each seminar, the Moderator and three panelists appeared "live" on one of the four junior college campuses, and faculty groups on the other three campuses participated simultaneously by means of a telephone conference call hook-up. This made it possible for individuals in all four locations to hear the presentations and discussions, and to ask questions of the panelists as desired.

The seminar series was designed as a pilot project to provide an opportunity for junior college faculty members to increase their depth of understanding of this kind of college as a unique educational institution. A State-wide survey conducted earlier in the school year by Professors Eric Baber and Elden Lichty (assisted by John Fiege, Graduate Assistant) disclosed the fact that (a) most persons currently teaching in Illinois junior colleges had had no training in the philosophy, function, or curriculum of the junior college prior to becoming faculty members, and (b) a majority of the institutions surveyed were interested in the possibility of taking in an inservice training program which would define and clarify some of these considerations, as well as providing a forum for the discussion of current problems and issues.

Accordingly, this program of seminars was developed and conducted with the ultimate aim of improving the instructional program in the participating colleges. Evaluation statements received since the series was concluded indicate that the experiment was on the whole, a rewarding experience for those who were involved in it. Suggestions were made to the effect that an extension and refinement of the project might prove beneficial to larger numbers of junior colleges in the future.

Special thanks are due Henry Hermanowicz, Dean of the College of Education; the members of the Council of Deans; and Richard F. Bond, Dean of the Faculties, Illinois State University, for support in this endeavor. Our gratitude also to administrators and faculty of the four participating junior colleges, without whose cooperation the project would not have been possible.

Leo E. Eastman
Head of Dept. of Education
Illinois State University

FIRST SEMINAR

TOPIC: Philosophy of the Junior College

Illinois Central College
East Peoria, Illinois
March 13, 1968

Introduction: Elden A. Lichty, Professor of Education
Illinois State University

Several weeks ago some of us at Illinois State University began to wonder how we could better serve the community colleges of Illinois. We made a little survey and found that 79.8 per cent of junior college teachers in the State of Illinois had had no orientation toward the junior college in their pre-service training, and 54.6 per cent had had no orientation to higher education. We began thinking that the best service we could render would be to conduct a series of seminars. So we took this up as somewhat of a private program, and we hope it goes over. We hope the telephone connections are such that we can be heard in all four of the centers where the seminars are being held. This is the first of the seminars. The second one will be held at Illinois Valley College on April 3; the third will be held at Joliet on April 24; and the fourth and final one will be held at Sauk Valley on May 8. For each of these presentations we have selected a panel of professionals in junior college education. We have chosen these people from all over the state.

The procedure is going to be something like this: Each panelist will make his presentation, about twenty minutes in length. This will take approximately one hour. Then, we will have a ten minute break, during which you will prepare your questions to hand to your local chairman. The chairman will then call in and give those questions to us here at the panel. You may ask any member on the panel to answer your question or you may ask it simply to the panel and we will ask someone to respond.

We are making tape recordings of the questions and answers. The papers presented by the panelists will be given to us. These presentations, together with a transcription of the questions and answers, will be duplicated by Illinois State University and distributed to the participating junior colleges.

Tonight we have on the panel three people who represent a lot of experience and training in junior college education. I am going to introduce all three of them, and then I am going to ask them to speak in rotation so we can conserve time by not having to introduce each one separately.

Our first panelist is Dr. Kenneth Brunner, Professor of Higher Education, Southern Illinois University. Dr. Brunner has been in the junior college business for a number of years. I was first acquainted with him when he was in the U.S. Office of Education working with junior colleges throughout the nation. He has a national viewpoint on junior colleges. I have asked Dr. Brunner to give you the philosophy of the junior college as he sees it from the national picture.

Our second panelist is Dr. Edward Sabol, President of Sauk Valley College at Dixon. Dr. Sabol just a year ago was a foreigner in our midst, coming to us from the State of New York, where he had been in junior college work. He has had considerable experience in the junior college field. He has done an excellent job in getting the new college off the ground at Dixon and he will speak to you on the problems and tribulations of a president and the philosophy that has prevailed in establishing Sauk Valley College.

Our third panelist needs no introduction to a junior college audience. Most people in junior college work know Gerald Smith, Executive Secretary of our State Junior College Board. He has been a school administrator for a number of years and has had junior college experience. He was the director of Moline Community College when it was organized in 1946 and since then has followed the junior college program very closely. For the past two years he has been busily engaged with the Junior College Board. Probably no individual in the state has more knowledge of what is happening in junior college education than Gerald Smith. I asked Gerald to speak to you on the topic of the philosophy of the junior college as the Junior College Board sees it.

Now each of the panelists will present his paper and you then will have an opportunity to ask questions after the presentations.

HISTORICAL DEVELOPMENT OF THE JUNIOR COLLEGE PHILOSOPHY

Illinois Central College
March 13, 1968
Ken August Brunner

Thank you for inviting me to lead off this series of in-service faculty seminars. Illinois State University is to be congratulated for the wisdom, foresight, and persistence demonstrated in bringing all of us together to understand better something of the past, the present, and the promise of junior college education.

It has almost become a cliche--perhaps it is--that motto engraved on a prominent Federal Government building in Washington, D.C.: "The Past is

Prologue." It is with the past that this paper will be concerned.

Frequently referred to as the father of the junior college movement, William Rainey Harper was probably the first to suggest purposes for this new star in the educational firmament. Still, his recommendations in 1902 were directed not so much toward the junior college as they were toward weak four-year colleges. He believed such institutions should quit trying to expend their energies on upper division education but should concentrate instead on offering strong two-year programs. 1/

It is probably impossible now to determine how many institutions took this advice, although Eells 2/ tells of a student of his who found that only 14 percent of the 203 colleges which the United States Bureau of Education listed in 1900-1901 as having at least 150 students had become junior colleges by 1924-1926.

Some of Harper's urgings, however, did concern the function of the then new two-year colleges. 3/

> A good terminal place would be set for those 'not really fitted by nature to take the higher work.'
>
> Persons lacking courage to tackle four years would be ready to try two years of education.
>
> Students living near the college whose ambition it was to go away to college could remain at home until greater maturity has been reached--a point of highest moment in these days of strong temptation.

The number of junior colleges and their enrollments increased sharply after Harper's pronouncements, especially after 1915.

In a bulletin published by the United States Bureau of Education in 1919, F. M. McDowell ranked the purposes of junior college education suggested by twenty-one administrators: 4/

1. Parents desire to keep children at home.
2. To provide a completion school for those who cannot go any further.
3. Desire of students to secure college work near home.
4. To meet specific local needs.
5. Geographical remoteness from a standard college or university. /_tied with_/
6. To meet the entrance requirements of professional schools.

7. To provide vocational training more advanced than high school work. /_tied with_/

8. Financial difficulty in maintaining a four-year course.

9. To provide additional opportunities for teacher training.

10. To secure the segregation of the sexes. /_tied with_/

11. To provide opportunities for higher education under church control.

The following year the first junior college conference was held in St. Louis. George F. Zook, then specialist in higher education for the United States Bureau of Education, pointed out to the thirty-four conferees that although junior colleges had been discussed at meetings of educational societies, until then there had been no "gathering of representatives from the junior colleges themselves at which the place and function of the junior colleges in our system of education have been discussed." 5/

At this St. Louis conference it was decided to organize a national junior college association. The following year, 1921, witnessed the birth of the American Association of Junior Colleges in Chicago. In the constitution adopted at the Chicago conference the purpose of the association appeared: 6/

> To define the junior college by creating standards and curricula, thus determining its position structurally in relation to other parts of the school system; and to study the junior college in all of its types (endowed, municipal, and state) in order to make a genuine contribution to the work of education.

The stage was set for a concerted effort to define the objectives which distinguished junior college education from other kinds of education.

Leonard Vincent Koos. In the September, 1921 issue of *The School Review*, Leonard V. Koos presented a list of twenty-one special purposes of the junior college. 7/ This list was repeated in his definitive study, *The Junior College* 8/, published three years later and in his book, *The Junior-College Movement* 9/, which came out in 1925. He analyzed twenty-two articles and addresses as well as the catalogs or bulletins of twenty-three public and thirty-three private junior colleges. He reported twenty-one purposes and grouped them into five categories:

In his first category he grouped purposes related to education in the two years following high school graduation. They were, as follows:

1. Offering two years of work acceptable to colleges and universities.

2. Completing education of students not going on.

3. Providing occupational training of junior college grade.

4. Popularizing higher education.

5. Continuing home influences during maturity.

6. Affording attention to the individual student.

7. Offering better opportunities for training in leadership.

8. Offering better instruction in these school years.

9. Allowing for exploration.

The purposes which affected the organization of the school system he grouped into a second category:

10. Placing in the secondary school all work appropriate to it.

11. Making the secondary school period coincide with adolescence.

12. Fostering the evolution of the system of education.

13. Economizing time and expense by avoiding duplication.

14. Assigning a function to the samll college.

His third classification included the purposes affecting the university:

15. Relieving the university.

16. Making possible real university functioning.

17. Assuring better preparation for university work.

Koos classified under a fourth grouping those purposes which he considered to be related to instruction in the high school:

18. Improving high school instruction.

19. Caring better for brighter high school students.

The final two purposes of junior colleges Koos placed in a fifth category as those which affected the community in which the institution was located:

20. Offering work meeting local needs.

21. Affecting the cultural tone of the community.

Further suggestions about the purposes of the junior college were obtained by Koos from the parents of more than 600 students attending nine junior colleges in California, Michigan, Minnesota, and Texas. The parents were asked by Koos why they favored sending their children to a junior college. One hundred ninety-nine replies were received and classified in the following manner: 10/

Reason	Number	Per cent of total
Attendance at junior college less costly. . .	143	71.9
Home influence extended	118	59.3
Training received as good or better as that of four-year institutions	63	31.7
More attention paid to the individual	47	23.6
Preference of the student	7	3.5
Duty to patronize the local junior college .	6	3.0
Gap between high school and college bridged .	5	2.5
Student needed at home	5	2.5
General and miscellaneous	29	14.6

Frank Waters Thomas. Then, in 1926, Frank W. Thomas set a pattern that has been followed fairly closely up to the present time in defining the functions of the junior college. He organized the criteria related to the objectives of this institution into four basic categories. As he saw it, the junior college had these basic functions: (1) Popularizing, (2) Preparatory, (3) Terminal, and (4) Guidance. 11/

In 1931, Eells accepted these functions as the first that were determined systematically. 12/ Ten years later Eells observed that Thomas's were the "most widely recognized functions of the junior college." 13/

In 1945 Coleman R. Griffith published his study about the junior college in Illinois. He said therein that the four basic functions set forth by Thomas were "used by all students of the junior college movement, either under the same or under a different terminology." 14/

Jesse Bogue, then executive secretary of the American Association of Junior Colleges, apparently supported Griffith's conclusion. The 1952 edition of American Junior Colleges, edited by Bogue, contained a chapter by Phebe Ward which continued the recognition of Thomas' functions as the primary aims of junior colleges. In detail, they are: 15/

1. Popularizing function. To give the advantages of college education of a general nature to secondary school graduates who could not otherwise secure it for geographical or economic reasons; and to give similar benefits to mature residents of a community.

> 2. Preparatory function. To give two years of work locally, equivalent to that given during the freshman and sophomore years of standard universities, which will adequately prepare students for upper division specialization in the university.
>
> 3. Terminal function. To give specific preparation by vocational courses for occupations on the semi-professional level, qualifying students who finish them for immediate places in specific life occupations; and to give general education for citizenship for other students who cannot continue their formal education beyond the junior college.
>
> 4. Guidance function. To take a scientific interest in the individual traits and abilities and in the personal welfare of the student, in training him to think, in helping him to organize his studies effectively, in making his college experience profitable to him to an optimum degree, and in assisting him to fit into his place after leaving the junior college, whether in a higher educational institution or in a life occupation.

Some Re-examinations of Thomas' Four Functions. Yet, even after the publication of Thomas' dissertation, the aims remained under scrutiny. In 1930, Doak S. Campbell studied the catalogs of 343 junior colleges in the United States. The fifteen purposes most frequently stated in catalogs of public junior colleges and the frequency of their occurrence were: 16/

Preparation for college or university	75
Economy of time and expense	62
Continue home influence	58
Provide individual attention	52
Provide smaller classes	46
Provide occupational training	34
Suitable tryout for college	34
Meet local needs	28
Popularize higher education	23
Further training of high school graduates	19
Offer completion education	17
Develop leadership	17
Provide opportunity for adults	14
Provide superior instruction	14
Meet needs of non-recommended group	12

After an analysis to determine how closely these stated goals were represented in practice, Campbell restated the purposes. They were: 17/

> 1. To place in a secondary school unit by means of a properly integrated curriculum, that training which has hitherto been done by the high school and the first two years of the college.

2. To localize the work of junior college grade so that opportunity for the completion of general or secondary education may be placed within the reach of American youth who might otherwise be deprived of it.

3. To provide vocational training at levels above the trades but below the professional and technological schools of university grade.

4. To effect such economy of expense as may result from a reorganized curriculum which would eliminate useless duplication and overlapping of courses.

The year after Campbell's work appeared, Walter Crosby Eells published his heavily-footnoted book, The Junior College.18/ In it he recognized the contributions of McDowell, Koos, Thomas, Campbell, and others.

Gradually, however, inroads had been made into the four functions suggested by Thomas. The popularizing function was replaced in some articles and books by the term adult education, and the guidance function was not always included. Rosenstengel was apparently the first to use the new "three-pronged" approach in his 1931 University of Missouri doctoral dissertation. 19/

Twenty-five years later, Brunner surveyed the literature and classified the goals of junior college education under five categories: (1) those related to transfer students, (2) those related to terminal students, (3) those related to adult students, (4) those related to all types of students, and (5) those of concern to the community at large or the state. 20/ However, the three purposes identified by Rosenstengel are those which seemed to have caught and held the public's fancy. The goals of junior college education are commonly discussed in terms of meeting the needs of three groups of students: transfer, terminal (changing to occupational or technical), and adult.

The 1967 edition of American Junior Colleges, using somewhat different terminology, holds to a three-category classification in its description of programs of study in junior colleges: 21/

1. transfer programs, i.e. lower division, university-parallel courses;

2. occupational programs, "also known as vocational-technical courses of study," and

3. evening programs, which "include most of the regular day courses and in addition many courses designed especially for employed adults."

And that pretty much is the approach found in the 1965 Illinois Public Junior College Act. Another paper will detail the junior college situation in Illinois, but it is worth noting that in order to be recognized as a class I junior college district in Illinois, a college must be comprehensive in its curricular approach. That means, to paraphrase the law, it is required to provide three kinds of programs of courses: 22/

1. transfer-oriented, those which will prepare the student for transfer to the upper division of 4-year colleges and universities; 23/

2. occupational or technical, those which will enable the student to develop a specific occupational competency within two years or less;

3. adult, those which will meet the needs of the adults in the district.

Thus, the three-pronged approach.

Identity problem. Before concluding, it would be remiss to overlook the identity problem which seems to be involved in arguments over terminology. To some extent it depends upon location. In Michigan, Massachusetts and Ohio, the public two-year institutions is a community college, legally and in practice. In Illinois and Florida, it is a junior college--by law, at any rate. In Missouri they seem to have the best of both worlds. Meremac Community College, Florissant Valley Community College and Forest Park Community College are the three campuses of the Junior College District of St. Louis-St. Louis County.

Although John Dale Russell's article in the Encyclopedia of Educational Research acknowledges the growing recognition of the term "community college," he points to a perhaps more important trend in an almost casual manner. 24/

> The junior college (or community college as some have suggested it should be called). . . /is/ regarded by some authorities as the upper division of secondary education, others consider /it/. . . a division of higher education. For statistical purposes, however, junior-college programs are reported as a part of higher education.

Although in the early years there was much discussion about the restructuring of education, to leave the university free for the work of a university (as most "experts" put it), usually including recommendations clearly identifying junior colleges with the high schools--and this was the situation in Illinois until 1965--it is now most certainly true that we are in an era which accepts the junior college as a significant partner in the enterprise of higher education, statistically and functionally.

Thank you.

FOOTNOTES

1/ Michael Moffett Bennett. "A Study of Some Elements for Consideration in Establishing and Operating a Junior College." Unpublished Ed.D. dissertation, Florida State University, May, 1955. p. 13.

2/ Walter Crosby Eells. *The Junior College*. Boston: Houghton Mifflin Co., 1931. pp. 62-63.

3/ Bennett, *loc. cit*. and Eells, *op. cit.*, pp. 47-48.

4/ Eells, *op. cit.*, pp. 209-210.

5/ Jesse P. Bogue (ed.) *American Junior Colleges*, third edition. Washington: American Council on Education, 1952. p. 533.

6/ *Ibid*.

7/ Leonard V. Koos. "Current Conceptions of the Special Purposes of the Junior College." *The School Review*, XXIX (September, 1921), 520-529.

8/ ________________. *The Junior College*. 2 vols. Minneapolis: University of Minnesota, 1924. pp. 14-16.

9/ ________________. *The Junior College Movement*. Boston: Ginn and Co., 1925. pp. 16-28.

10/ ________________. *The Junior College*, *op. cit.*, pp. 124. See also Eells, *op. cit.*, p. 212.

11/ Frank Waters Thomas. "The Functions of the Junior College," *The Junior College: Its Organization and Administration*. Edited by William Martin Proctor. Stanford, Calif.: Stanford University Press, 1927. pp. 11-25.

12/ Eells, *op. cit.*, pp. 190-192.

13/ ________________. and others. *Why Junior College Terminal Education?* Washington: American Association of Junior Colleges, 1941. p. 3.

14/ Coleman R. Griffith. *The Junior College in Illinois*. Urbana: University of Illinois Press, 1945. p. 161.

15/ Phebe Ward. "Development of the Junior College Movement," *American Junior Colleges*, third edition. Edited by Jesse P. Bogue. Washington: American Council on Education, 1952. pp. 13-14. In all fairness it should be mentioned that Bogue in his earlier book (*The Community College*. New York: McGraw-Hill Book Co., Inc., 1950, p. 53) selected the purposes recognized by the California Association of Junior Colleges to exemplify the basic functions of the community college. They were: (1) terminal education, (2) general education, (3) orientation and guidance, (4) lower division training, (5) adult education, and (6) removal of matriculation deficiencies. A 1955 restudy by the CAJC dropped number 6 and reworded four of the others to some extent.

16/ Doak S. Campbell. A Critical Study of the Stated Purposes of the Junior College. Nashville: George Peabody College for Teachers, 1930. p. 16.

17/ Ibid., pp. 82-83.

18/ Eells, op. cit.

19/ William Everett Rosenstengel. Criteria for Selecting Curricula for Public Junior Colleges, Columbia: Graduate School, University of Missouri, 1931. p. 10.

20/ Ken August Brunner. "Junior College, Wherefore Art Thou?" Bulletin of the National Association of Secondary-School Principals, XLII (September, 1958), 164-166.

21/ American Junior Colleges, seventh edition. Edited by Edmund J. Gleazer, Jr. Washington: American Council on Education, 1967. pp. 22-25. A somewhat different classification is used in Appendix Three, "Curricula Offered by Junior Colleges," pp. 825-906. Three symbols are used: (t) for transfer, (o) for occupational, and (c) for comprehensive, presumably either "transfer" or "occupational."

22/ Public Junior College Act. Chapter 122, Illinois Revised Statutes, 1967, pp. 339-366. Sections 101-2(g), 102-13, 103-17.

23/ The law uses somewhat different language for the three groupings of courses, and this interpretation of the first grouping may be too restrictive. Some students of the law could argue that the first grouping should be subdivided at least once, to separate out the "general education" courses from transfer-oriented programs. In fact, the Illinois Junior College Board's Standards and Criteria for the Evaluation and Recognition of Illinois Public Junior Colleges (Springfield: December, 1967, pp. 5-6) list five types of required curricula. The first three match the ones in this paper. The next two are "general studies" and "general education." The latter seems to this writer to be redundant; it merely suggests that all organized transfer or occupational curricula "include a core of general education courses. . . designed to contribute to the liberal education of each student." Thus, general education explained in this way is not actually a separate and major curriculum type, but is subsumed within the "baccalaureate oriented" and "occupation oriented" (to use their words) curricular types specified in the standards. Thus, the Board's standards seem to agree with the concept expressed by James W. Thornton, Jr. (The Community Junior College, second edition, New York: John

Wiley and Sons, Inc., 1966). He writes (p. 59) that general education courses should be designed to serve all categories of students, including those who plan to go on to a four-year college or university as well as those who will terminate their formal studies with junior college graduation. However, although the evidence is not clear, there appears to be a developing trend to design general education courses specifically to serve only those who do *not* plan to continue their education beyond the junior college. That fits with Thomas' 1926 interpretation. It is noted, furthermore, that "General Education"--one of numerous curricula listed for the nation's junior colleges in the most recent edition of *American Junior Colleges* (op. cit., pp. 857-858)--is identified as an "occupational" type of curriculum by 130 of the nation's junior colleges, whereas only eleven identify their "general education" curricula as "transfer" and seventeen, as "comprehensive." All Illinois junior colleges agree with the overwhelming majority by classifying their "general education" programs as "occupational." This writer's interpretation of the Illinois public junior college act is at conflict with the Board's *Standards and Criteria* regarding "general studies." The *Standards and Criteria* require "general studies" as a fourth type of curricula, citing Section 103-17 of the law for support. This writer interprets Section 103-17 as *permissive* with respect to remedial or "preparatory" offerings by public junior colleges. These are the kinds of offerings detailed in the Board's *Standards and Cirteria* under "general studies" curricula.

24/ Walter S. Monroe (ed.) *Encyclopedia of Educational Research*, revised edition. New York: The Macmillan Co., 1952. pp. 220-221.

PHILOSOPHY, FORM AND FUNCTION OF THE INDIVIDUAL COLLEGE

Sauk Valley College
May 8, 1968
Edward J. Sabol

My assignment is to discuss the philosophy of the comprehensive community college from the point of view of the individual college, and the implications of that philosophy for the local campus. So I will direct my remarks to educational philosophy as a basis for the foundation of specific college policy and structure.

In the selection of the title, *Philosophy*, *Form* and *Function*, the terms *form* and *function* are borrowed from our friends in architecture, who incidentally carry on a perennial debate on the relationship between the two. But it should be noted here that their initial approach to the planning of physical facilities is the exploration and examination of the philosophy underlying the educational program to be conducted in those facilities. As architects of the educational program, we must similarly employ a philosophical foundation for planning college policies and procedures.

In support of this approach to educational planning, three basic premises are considered:

> 1. An educational institution should be responsive to its constituency and sensitive to the needs of the community and the society in which it exists.
>
> 2. The degree to which that institution meets its responsibilities will be determined largely by the leadership of the professional staff of the institution.
>
> 3. The ultimate evaluation of the success of our educational efforts will be made in terms of the differences effected in the lives of individuals.

These premises have led to the following statement of philosophy and objectives in the faculty handbook 1/ of the College with which your speaker is currently most familiar:

"Philosophy

As a community college, Sauk Valley College is concerned with the educational needs of the community it serves. The College recognizes its responsibility for leadership and proposes to develop and maintain a collegiate program sufficiently flexible to adjust to changing conditions and demands. The College offers collegiate transfer, technical-vocational, and continuing education courses enabling each student to progress toward his individual goals and thus to contribute more to the community in which he lives. The College is committed to a policy of providing post-high school educational opportunities for people of all ages commensurate with their ability and their desire to achieve. Course instruction is supplemented with cultural programs and activities available to the community, and with a strong program of counseling and guidance. Thus the College is dedicated to the individual and to the full realization of this personal, social and occupational capability."

"Objectives

Within the philosophy stated above, the College seeks to serve each student in the following ways:

> 1. To prepare the student for entrance at the technical or semi-professional level in his chosen occupation, or for transfer to a four-year collegiate program.

1/ Faculty Handbook, Sauk Valley College, 1967, p. 43.

2. To help the student toward a better understanding of himself and others.

3. To assist the student to improve his sense of social responsibility at home, to the community and in the world.

4. To provide the opportunity for the student to improve his appreciation of cultural values.

5. To guide the student toward present and future constructive use of his leisure time.

6. To develop in the student an attitude of intellectual curiosity and appreciation that education is a continuing process.

7. To assist the student in finding satisfying employment in his chosen field."

This statement of philosophy and objectives brings us from these original premises to three commitments, namely:

1. A commitment of concern for community needs.

2. A commitment of the college to a role of leadership in educational, social and cultural affairs.

3. A commitment of service to individuals and to their personal, social and occupational development.

In the case of this college, there was widespread community interest in the idea even before the feasibility study leading to establishment of the district and selection of the governing board. Subsequent efforts of the board, the president and a sizable committee of interested community residents led to the approval of funds for permanent facilities that will house a comprehensive educational program of technical, vocational, collegiate transfer and continuing education courses.

But the most vital step of all remained to be taken in the recruitment of a capable teaching staff willing to make the commitment, to "turn on and tune in" the community college philosophy—and hopefully, not drop out. You may have heard it said that an institution is the "shadow of a man," but I prefer to think of it as a multi-faceted reflection of the ideas of many working together toward a common goal. The president may form the pattern, the "think-pattern" for the college's development, but he must also formulate an organizational plan that will facilitate effective staff participation in the building of the college in accordance with that pattern. Opportunity should be provided for staff to work on development of policy recommendations in the areas of curriculum, instruction, personnel policies, student services, learning resources, cultural affairs and continuing education. But this opportunity also comes with an unique responsibility in a community college. It is the individual responsibility to be part "of" as well as resident "in" the community. It is the responsibility to be alert to the changing needs of the community, its industries, its institutions, its organizations, its people. The faculty member who works with individual groups or advisory committees is better prepared to advocate valid changes in occupational courses. He who becomes involved in culturally-oriented organizations can help chart a leading role for the college in meeting community cultural aspirations. A staff member serving in consultation with area school personnel can contribute to more effective curricular planning at the college, one who works with youth groups to a better image of the college in the eyes of its prospective clientele.

All of the above are examples of activities which make the college more meaningful to its community, and even lead the community to turn to the college for special needs, i.e., courses for industrial plant foremen, police officers, practical nurses, in special areas for elementary teachers and other school and public library personnel. With the community reaching out to us for services such as these, can there be any doubt as to the leadership role of the college in its sponsoring community?

Now let us turn to the third promise and its corresponding commitment to the development of individuals for more fruitful personal, social and occupational experience. This is what I like to call "better-life" building, wherein the community college uniquely serves those who otherwise would not have continued their education. It is the commitment to consider the dignity and worth of the individual regardless of his background, ability, preparation and experience. It may be the most difficult of all commitments to meet, but it may also lead us to our most "shining hour." Is it really possible to prepare the majority of our students for responsible self-government, satisfactory social and personal relationships, successful work performance, and/or further education? We can and must accept this challenge, and the entire professional staff must understand and actively seek to achieve these goals. But the staff member with the greatest opportunity to contribute to their attainment is the teaching faculty member, who has daily contact with and hopefully the respect and confidence of his students. The well-prepared instructor, devoted to constant improvement of his teaching, professionally alert, and humanly warm in his approach to students of all abilities, can be our greatest asset. We can settle for no less if we are to meet our commitment to individuals and their aspirations.

The community college should be in the forefront in the development of new patterns of technical and vocational education. However, there is a source of friction in this area which grows out of the traditional "job-training" philosophy of vocational education. Unfortunately, it is related to the allocation of Federal Funds. It is a philosophy which considers occupational employment skills as the sole justification for program support. Its proponents even say "Thou shalt have no students in a Federally-supported occupational course except majors in that occupational field." I say that this is not only educationally unsound, but it deters us from working with individuals on an exploratory basis, with those who may be uncertain as to their intents and future plans and who might be recruited into vocational and technical programs.

As for the already occupationally-oriented student, I think he should be prepared to learn not only HOW to do things, but also WHY things are done as they are. And in the long run, the kind of worker a person is depends on the kind of man he is. Can he think? Can he think critically? Can he apply logical and analytical methods to his daily problems? Can he work effectively with others? Can he see economic, political and social issues in their proper perspective? And having seen, can he formulate his own conclusions? And express them clearly? I certainly hope that the teaching and learning which produces that kind of occupationally prepared graduate will not have to be sacrificed in order to secure approval for federal dollars.

In our anxiety to do a superior job of technical and vocational education, we sometimes forget that one of our major functions is the preparation of transfer students for adequate performance at a senior college. It is just as important that they succeed in their "occupation" on another campus as it is for our technicians to be equal to their tasks. Their instruction must be at least equivalent to that of the lower division of the senior college.

In addition, it is not sufficient to offer our collegiate transfer students a broad choice of courses. Each campus needs to develop those counseling services essential to accurate, authoritative planning for transfer to specific colleges or universities. And in Illinois we are already well underway in our follow-up studies for articulation purposes, and in cooperative arrangements between junior and senior colleges.

One other aspect of community college philosophy calls for treatment here. It is the open-door policy of admissions--or perhaps it is the way it is administered. All too often we hear, "We have open-door admission to the college but . . ." or, ". . . not every student admitted is capable of entering our technical program." I do not argue with the need for careful career counseling, but I do take issue with the attitude these statements reflect. It is selective admissions *after* the applicant is inside the door.

The remedy lies in a counseling approach which respects the *potential* of each individual and does not place artificial, record-based limitations on his aspirations for growth. How often we have known students capable of better performance or evidencing pronounced potential who did not bring their talents to fruition! But is it not someone's *failure to bring out* individual worth, rather than complete *lack of worth* that is the cause of most unproductive performance? Yes, we have an open-door policy, but let's be sure we approach those who enter the door with an open mind, with the expectation that we will uncover and discover human potential. Abraham Lincoln once said, "It is difficult to make a man miserable while he feels he is worthy of himself."

Woodrow Wilson, as President of Princeton University, is reputed to have told an anxious parent, "Madame, we guarantee success or we return the child." In the community college we are not afforded the alternative of "returning the child"--at least not until we have made every effort to lead him to some degree of greater self-realization, and to an appreciation of the need for meaningful individual performance in our community and in modern society.

The leadership which creates that kind of community college will have reached its professed goals when it has translated philosophy into form and function, when it has, in fact, created a program sufficiently comprehensive to serve the occupational, personal, cultural and social needs of its community, individually and collectively, and when it has demonstrated a readiness to adjust to the changing conditions and demands of the society in which it exists.

PHILOSOPHY, PURPOSES AND FUNCTIONS, AS SEEN BY THE ILLINOIS JUNIOR COLLEGE BOARD

Illinois Central College
March 13, 1968
Gerald W. Smith

The Illinois Junior College program is commissioned to a state-wide system of two year post high school educational institutions organized by districts, governed and administered as free standing entities, identified in a planned and structured system of higher education.

My assignment here this evening is to discuss the philosophy of the Illinois Junior College program with regard to purposes and functions as seen by the Illinois Junior College Board and as developed in our system of colleges to date.

Let us begin with a review of selected sections of the Charter for Illinois Junior Colleges - "The Public Junior College Act of 1965." Although Public Junior College programs have existed continuously in the state since 1901 and have been guided by the generally prevailing concepts of the purposes and functions for such institutions it has been only since 1965 that the Public Junior College Act has provided a true charter.

Article I Definitions 1/

> "101-2. "The following terms have the meanings respectively prescribed for them except as the context otherwise requires:

"(c) "Class I Junior Colleges": Public Junior Colleges existing in junior college districts organized under this Act or public junior colleges existing in districts accepted as Class I junior college districts under this Act . . .

"(g) "Comprehensive junior college program": A program offered by a junior college which includes (1) courses in liberal arts and sciences and general education; (2) adult education courses; and (3) courses in occupational, semi-technical or technical fields leading directly to employment. At least 15% of all courses taught must be in fields leading directly to employment, one-half of which courses to be in fields other than business education."

Article II State Board

"102-11. "Development of articulation procedures. 2-11. The State Board in cooperation with the four-year colleges is empowered to develop articulation procedures to the end that maximum freedom of transfer among junior colleges and between junior colleges and degree-granting institutions be available, and consistent with minimum admission policies established by the Board of Higher Education.

"102-12. Powers and duties of state board. "2-12. The State Board shall have the power and it shall be its duty:

"(a) To provide statewide planning for junior colleges as institutions of higher education and coordinate the programs, services and activities of all junior colleges in the State so as to encourage and establish a system of locally initiated and administered comprehensive junior colleges."

Article III Class I Junior Colleges

"103-2 (Sections 103-1 through 8 outline procedures for organizing a Class I junior college district. The following short excerpt from 103-2 is pertinent: ..."If approved (petition to organize a district) the State Board shall submit its findings to the Board of Higher Education for a determination as to whether or not the proposal is in conformity with a comprehensive junior college program..."'

"103-17. Admission of students. The Class I junior college districts shall admit all students qualified to complete any one of their programs including general education, transfer, occupational, technical, and terminal, as long as space for space for effective instruction is available. After entry, the college shall counsel and distribute the students among its programs according to their interests and abilities.

> Students allowed entry in college transfer programs must have ability and competence similar to that possessed by students admitted to state universities for similar programs. Entry level competence to such college transfer programs may be achieved through successful completion of other preparatory courses offered by the college. If space is not available for all students applying, the Class I junior college will accept those best qualified, using rank in class and ability and achievement tests as guides, and shall give preference to students residing in the district."

Article VI Tuition

> "106-2. Attendance of junior college outside of district--Payment of tuition. 6-2. Any graduate of a recognized high school or student otherwise qualified to attend a public junior college and residing outside a junior college district but in a non-high school district or school district maintaining grades 9 through 12 which does not operate a junior college who notifies the board of education of his district by July 1, or by a later date fixed by a regulation of that board of education, of any year in which he thereafter expects to attend a recognized public junior college may, subject to Section 3-17, attend any recognized public junior college in the State of Illinois which he chooses, and the board of education of that district shall pay his tuition, for any semester, quarter or term which commences during the 12 month period following that July 1, from the educational fund or the proceeds of a levy made under Section 6-1 of this Act. . .
>
> "If a resident of a junior college district or a district maintaining grades 9 through 12 which operates a junior college wishes to attend the junior college maintained by the district of his residence but the program in which the student wishes to enroll is not offered by that junior college the student may attend any recognized public junior college in some other district, subject to the provisions of Section 3-17, and have his tuition paid by the junior college district of his residence while enrolled in a program at that college which is not offered by his home junior college if he makes application to his home Board at least 30 days prior to the beginning of any semester, quarter or term in accordance with rules, regulations and procedures established and published by his home board. . ."

Examination of the above quotations from the Public Junior College Act draw attention to significant purposes and functions. Among those are:

1. To provide comprehensive programs:

a. The state system of junior colleges are mandated to offer college transfer programs comparable to the state universities in quality; and to the extent enrollments allow in the same fields of study for lower division work. Master Plan I (1964) and Master Plan II (1967) point to an increasing proportion of lower division college students attending the public junior colleges in each of the years immediately ahead. Although college transfer programs constitute only one of several purposes and functions of the state system of junior colleges it is a significant role. Forty to sixty percent of the full time enrollments will probably be accounted for in the transfer programs of every college.

b. Liberal arts and sciences are usually identified with baccalaureate oriented curricula. Programs in the liberal arts and sciences are also of interest and are useful for many people for general education rather than transfer purposes. A search goes on among pedogogues for an apt or appropriate name for such curricula. The term general education as used in the Public Junior College Act or general studies which is preferred by some, delineate another dimension for junior college services. It is intended that the colleges shall afford opportunities for study in the general fields of learning for those whose aptitudes, interests and educational purposes may call for courses and curricula other than the traditional freshman and sophomore years of a four-year college baccalaureate degree program.

c. Adult education courses are also included in the definition of a comprehensive program. I think this means "mission unlimited." The State Board has said, "The scope of adult education includes all continuing education and community service programs which may contribute to the educational and cultural needs of the community. Programs offered in this area are designed to serve persons of post-high school age who are primarily part-time students. Such programs may include formal or informal learning experiences offered on either a credit or non-credit basis that help serve the cultural, civic, recreational educational and/or vocational interests of the community. 2/

d. Occupational education is a primary responsibility of the junior colleges. This purpose is set forth in bold new language. Governor Kerner said it well in a letter to Mr. Frank F. Fowle, Chairman, Illinois Junior College Board, a few months after it began its work.

"The economic and social growth of our state requires trained manpower at various levels of competence. Whether we are in a situation of high employment or unemployment, the well trained individual is in great demand by business, industry and government.

"As you and the members of the Junior College Board struggle with the problems of establishing guidelines and policies for Junior College development, I hope that you will seriously consider this emerging institution as more than a part of our college and university system. There must be a serious educational concern with the development of a skilled work force, the technicians and the aides to professionals that are needed in business, industry and public service. At present our educational system does not include a state-wide system of institutions dedicated to this great responsibility.

"It is my understanding that funds may be available through Federal legislation such as the Vocational Education Act of 1963 and the Manpower Development and Training Act to assist our Junior College movement in developing a great program of vocational and technical education. In such a program, the Junior College could take a leadership role in developing cooperative arrangements with other institutions, including secondary schools in the area served by the Junior College. These inter-relationships could create a united force that would provide the trained manpower that will serve the economic and social needs of our State."

The following brief statement on this function appears in Standards and Criteria for the Evaluation and Recognition of Illinois Public Junior Colleges.

"Occupational, semi-technical or technical curricula are designed to lead directly to employment. These programs should be organized so that students may complete an organized curriculum of two years' duration or less. Consideration should be given to the educational needs and employment opportunities both within and outside the district when planning occupation oriented curricula. Attention should be given to the development of programs in the occupational, semi-technical and technical field which serve the purposes set forth in the Public Junior College Act and in the recommendations of the Master Plan for Higher Education in Illinois." 2/

> I am happy to add this editorial note. The new college system is moving ahead in this field vigorously and rapdily. Let us hope the momentum increases. If the junior college has unique functions, certainly responsibility for occupational, semi-technical and technical education at almost all levels is one.

Emphasis on the comprehensive character of the junior college is reflected in the duties of the Illinois Junior College Board with regard to statewide planning, establishment of districts, and coordination of programs, ". . . so as to encourage and establish a system of locally initiated and administered comprehensive junior colleges."

The sole judgment required of the Board of Higher Education in reviewing a petition to establish a junior college district is --- "for a determination as to whether or not the proposal is in conformity with a comprehensive junior college program."

Clearly and unequivocally the junior college is expected to offer a multi-purposed curriculum of wide scope to meet many post-high school educational needs.

2. To Offer Programs for All - Open Door Admissions:

A second significant purpose to which the State Board is fully committed is found in the open door policy statement of the Public Junior College Act on Admission of Students quoted earlier. (Section 103-17). The members of the State Board accept, support and promote the concept that junior colleges are intended to extend and expand educational opportunities for the benefit of the broadest possible segment of the post-high school population. The colleges are expected to provide an enviornment which foster and implement new dimensions to the American definition and image of educational opportunity for "All."

I believe I can safely say for the board and staff that one of the purposes of the two-year community college is to add at least two years to universal educational opportunity. Open door admission is accepted as a basic principle for public community colleges. The comprehensive community college is expected to receive students of high ability who desires to attend the school for their initial one or two years of liberal arts and sciences and pre-professional programs before moving to a senior institution. The college is expected to take those students who would not normally be considered ready for work in a four year institution because of weak high school programs or slow maturity, and prepare them for transfer at a later date. Special programs for the under-educated are considered a responsibility of the comprehensive college. High priorities are intended for technical, semi-technical and occupational curricula. The college is expected to serve students who want a wide variety of short-term courses, some initial, some refresher, and other designed for up-grading skills and knowledge.

3. Statewide System - Colleges both local and state:

Junior colleges are an integral part of a state system of high education. Like the public senior colleges and universities they are intended to serve any of the citizens of the state regardless of place of residence. All persons qualified for any program in a junior college is eligible to seek admission to a college of his or her choice. The junior colleges like the senior institutions may adopt reasonable policies and regulations governing admissions and tuition so long as they are not in conflict with the provisions of the Public Junior College Act. The Act establishes a general principle that state and local taxes are available to support attendance in junior colleges by any qualified student whether he or she lives within or outside a district. To best serve the statewide function for all, a system of forty to forty-three college districts covering the state is envisioned. As of tonight thirty-four area colleges have been established. One local district remains. These thirty-five districts encompass approximately two-thirds of the land area of Illinois and include about 85% of the population. We cannot pursue this topic further because space and time does not permit more than a statement of principle and purpose on this subject.

In closing I quote one of my own previous summaries on the purpose and functions of the Public Junior College:

> "The genius of the junior college is its potential for flexibility, adaptability, and variety. Its program can be designed to meet the highest standards of traditional college-level work, to offer basic education in technology, to include a wide variety of vocational education, and/or to establish special courses for specific needs either on a continuing or short-time basis. The value and dignity of the community college is enhanced when its student body includes high school graduates representing the widest possible range of abilities and interests. It is a true community college when it attracts adults ranging from the non-high school graduate to the college graduate. Those responsible for the administration and development of junior colleges should be encouraged to accept the full challenge inherent in this remarkable educational institution."

by Gerald W. Smith, Executive Secretary
Illinois Junior College Board

1/ Illinois Revised Statutes, 1967, Chapter 122

2/ Standards and Criteria for the Evaluation and Recognition of Illinois Public Junior Colleges

QUESTIONS AND ANSWERS

Moderator: (Professor Elden Lichty)

Now that we have heard the formal presentations by our panel members, we will move into an informal question and answer period. The lines are open via our conference telephone hook-up to the other three campuses, and we will entertain questions as they are submitted from each location.

(Q) Do you believe the junior college should establish policies for dismissal from the junior college based upon scholastic deficiencies. Mr. Smith?

(A) I am not quite sure I am particularly pleased about the connotation of dismiss, but I suppose there is no way to get away from this term. The Public Junior College Act specifically provides that in the liberal arts and science transfer program the work shall be of a quality comparable to that of the senior institution. It seems to me, therefore, that the rules and regulations of the college for allowing students to continue in such a program must be somewhat comparable to that of the universities. Otherwise, you would be allowing students to stay in courses and thinking that they were going along toward transfer. Now I do believe that the public junior college has an intermediate responsibility. I doubt if you can run any post high school institution without some reasonable regulations for dropping some of the students for inadequate work or for certain other reasons. But I believe that the junior college, like the senior college, should have in its counseling program some machinery, some provision, for attempting to counsel weak or poor students into programs for which they may have more ability and aptitude than those in which they are failing. This is better than simply saying that because the student is not doing well in this particular program, "get out." So my answer is yes. I think the colleges must have some reasonable rules and regulations for either transferring or dropping students out of programs which they are not capable of carrying.

(Q) Should the dismissal policy be the same for occupational or vocational students?

(A) I think the principle should be the same. It would seem to me that whatever principles underly the rules and regulations with regard to the transfer of students from one program to another, should be the same for all students. Now, as to some of the particular, specific criteria for any given course, I am sure that these will vary.

(Q) Mr. Smith, how do you feel about baccalaureate or technical programs being developed in a regional inter-school cooperation that involves taking students from other areas or parts of the state? For example, one school might develop one program and another college some other one.

(A) Yes, I would say that from the viewpoint of the State Board, particularly in regard to its responsibility for the approval of programs, we would favor proposals which would give us the strongest possible programs. If we could get a stronger program by having three or four colleges go together and work out an agreement between them, and College A took one field and College B took another, etc., we would certainly be for it. In the last session of the General Assembly we saw to it that the powers and duties of the local board were extended so that they have almost unlimited authority to enter into agreements for educational purposes among the different colleges. If a cooperative agreement makes good sense educationally and if it is sound economically, we would certainly favor it.

(Q) Mr. Smith, many papers carried the report of Dr. Henry's convocation address at the University of Illinois on Monday. Dr. Henry was quoted as arguing for institutional autonomy in selecting its students from all parts of the state. Is this in agreement with the plan of the Board of Higher Education in reducing the freshman and sophomore enrollment in the near future? If this concept is permitted, what will it do to the junior college enrollment? If this is permitted at the University of Illinois, shouldn't the junior colleges have the same autonomy?

(A) I didn't hear his speech and I don't know enough about his statement to react to it responsibly. My first reaction would have to be that most junior colleges are going to have to worry about how to take care of all of the students within their districts, for awhile, anyhow.

(Q) Mr. Smith, do you feel junior colleges have been providing adult or continuing education? Do you see a conflict in what some high schools have been doing in this area?

(A) I don't see any conflict, whatsoever. I would take the long view on adult education. First of all, it is my belief that the post-high school educational institution is the most logical center for adult and continuing education--at least it is the most logical institution to give the leadership for this kind of program. It is my judgment that if the public junior colleges around the state move into this field and proceed with it, within a five-year period any concern we have about duplication of responsibilities and conflicts of interest will just disappear.

I think it would be unwise for junior colleges to get into a conflict with some magnificent high-school programs that have been established during the years when we either did not have junior colleges or the local junior colleges were primarily interested in being liberal arts colleges. These high schools have within their staffs people who have a tremendous interest in the work they have done over the last five or ten years. They feel some threat from the junior college in some places. Let them go on with their programs and let the junior college pick up, give its leadership, and coordinate the rest of them. Five years from now this will be an academic question.

(Q) Dr. Sabol, with the clear open-door policy adopted by the junior colleges, how may students be permitted to decide their first fields of study? How can the junior colleges avoid a high number of student failures?

(A) Well, there's no one simple answer to that unless it is the way we approach working with individuals. It seems to me that we should attempt to develop with the feed-in schools from which students are coming, a system to obtain as complete and detailed information as we can possibly get. Secondly, we should approach each individual who comes to us with a confidence in his capability to start making some judgments for himself. Here we are talking particularly about the students in the lower quarter, if we want to classify them that way. The matter of working with individuals is a problem I think, of (1) finding out all we can about them and (2) of caring in a sincere and humanitarian way as long as they are willing to put forth an effort. I think if we can do that, we can make provisions for the staff to counsel students. I think that's the best road to an enlightened understanding of their own capabilities. So often students are very uncertain when they come to us and we need to use all our professional resources to help them make wise decisions.

(Q) With the difference of opinion between Dr. Sabol and Mr. Smith regarding selected admissions, the question is this: According to Mr. Smith, the students will be powerful in their program if they are matched with their ability. Dr. Sabol apparently would allow any student to enter any program he so desired. Would either or both comment?

(A) (Dr Sabol) I think my position was misunderstood. I think I am in agreement with Gerald. The Junior College Act, I think, is impractical when it states that we shall exert the same admission standards as those presently being used at the universities. After all, a large group of the students we are taking are those who cannot be admitted to the universities for lack of space or because of other tightening of their admission requirements. So I think that this may be a kind of statement or goal which is impossible to achieve, unless we reach an agreement with all of the universities that they would take so many in all four quarters and we would take so many. So essentially, we are faced with the problem of dealing with those students who for various reasons are not admitted, although in past years they might have been admissable, to the four-year colleges and universities. Now, I did not say that a student who is admitted on the basis of an open door policy should be permitted to enter any program that he desires. But what I did mean to infer, and should perhaps have made clearer, was that we should not slam doors in their faces on the basis of traditional intelligence tests, achievement tests, and some of the kinds of negative attitudes which we as professional people occasionally exhibit. I think we are often just using other words to say "there is no place for you here," when we say, "We have an open door admissions policy, but . . ." I think we should be saying, "We have an open door admissions policy. Now let's sit down and find out what we have to offer that can most effectively be used to serve your needs and purposes." I think that is quite a different proposition than saying, "We have an open door admissions policy. Now walk down the aisle and go into any room or any program that you want." I think we start with intelligent, careful counseling which is based on a respect for the individual. I like to say that all of our education has the challenges of adult education. If it doesn't, we aren't approaching it as we should. This places the responsibility on the student for producing, once his choice is made.

(Q) Will the Illinois Junior College Board start to limit the number of occupational courses? Will the Board begin to decide that there shall not be more than fifteen courses for an Associate Arts degree nursing program, there shall not be more than "X" number of courses in the state for x-ray technicians? Is what you are saying, Mr. Smith?

(A) In answer to your question, I will have to answer like a good politician out of both sides of my mouth--yes and no. This is a bad way to start, but the fact is I think the Illinois Junior College Board will say that if the college which applies for approval of the new program in any of the occupational-vocational fields demonstrates that there is a local need for the course and a projected enrollment sufficient to support the course for five years, the Board will probably approve the program. I think that if the college comes along with a proposed course and cannot demonstrate a real need, there may be a question about it. I'll use an illustration. I saw the Board of Higher Education, at its last meeting, turn down a program for a Bachelor of Arts degree in a specific subject simply on the grounds that there were no Illinois statistics demonstrating any outlet in the State for graduates of such a program. So, yes, I think that, particularly in some of the specialized fields in which these conditions might exist, if the cost of setting up the operation of an occupational program is extremely high and if it is demonstrated that the number of employment opportunities in the area are definitely limited, the state board will consider the matter in terms of what seems to be in the best interests of the state. The prevailing reason for approval will be a belief in the college's survey indicating a need for the program in its district.

(Q) As a group, are junior college instructors committed to teach non-transfer students or are they primarily interested in the academically oriented students, Dr. Brunner?

(A) Leland Medsker's study on *Junior College Progress and Prospects* and Roger Garrison's more recent study, *The Junior College Faculty: Issues and Needs*, indicate that the teachers are primarily interested in the academically oriented students. There are more of this type. But it is hard to answer. Compared to other groups, you will find more teachers interested in the occupationally oriented in the junior colleges than you would find in the four-year colleges and universities.

(Q) What are some reliable indicators of excellence in a junior college program, Dr. Brunner?

(A) I would say a balance of offerings, including the transfer, the occupational, and the adult education. You can tell if you have a fairly good adult education program if you are involving wide segments of the district's residents. You can also measure excellence by checking the number of your students who persist to graduation, although not necessarily from the program they originally entered. You can tell if you have an excellent institution by the turnover of faculty--low turnover, of course, indicating success. Of course, the success of students who transfer from transfer programs is significant, as well as the on the job success of those who complete occupational programs.

(Q) Did you suggest that the junior colleges design their programs to facilitate transfer to a few selected four-year colleges, Mr. Smith?

(A) Yes, I did. I think each junior college may very well be able to direct its attention to the four-year college and university pattern of its constituency. It isn't difficult to find, from your area high school counselors, what the prior college and university attendance has been. It doesn't take long to find out what your own students are going to do and they will very closely follow that pattern. Now what is my basis for advocating this position? Very simply this. We promise to the citizens of our community that upon successful completion of a two-year program, a student not only will be able to transfer, but will also be capable of upper division work. If in our area we find three or four universities that predominate, and they happen to be state universities, then I think we have to place our effort in that direction. Now I am not at all concerned about their dominating our curriculum because they themselves have comprehensive programs. We have to deal in the fields of education, engineering, agriculture, liberal arts, social sciences, etc. Therefore,we are going to have a broad enough program so that a student who wants to go to a college other than the mentioned ones can do so. Now there is another factor. Many small community colleges, and this has been true across the country, simply cannot afford to prepare students for transfer to many different colleges. In those cases I think they might make an agreement with area or regional colleges whereby the students can most effectively transfer. This still doesn't exclude the choice of another college, but until the day comes when most senior colleges say they will take our students in junior standing regardless of the curricular pattern they followed the first two years, we had better do some definite planning.

(Q) If several junior colleges go together to develop programs, will there not be a danger of the Illinois junior college losing its commuter characteristic? If so, would this not possibly lead to the necessity of a junior college going into the housing buisness? This would lead subsequently to dormitories, cafeterias, fraternities, sororities, etc.

(A) (Mr. Smith) I would answer this first of all by saying that I would not anticipate our going into the wholesale business of these joint programs. I think the number of these would be very definitely limited. Most of our Illinois junior colleges are based on underlying populations of 100,000 people or greater. My judgment is that a base of 100,000 population gives the junior college district a capacity for being self sustaining for a major portion of the program. Therefore, I think the joint enterprises would be very limited and the total number of people involved would not be very great. Secondly, in areas of the state where the population is much more dense, the exchange of programs could be carried on with little concern about the travel to the college. In the areas of the state where the population is not so dense, the problem would be greater. The extent to which we did do this would dictate, of course, the number of people who would have to have a residence arrangement of some kind. But I would look forward to this being a very small percentage of the student body and, I think, not a very serious problem.

(Q) Is it true that by 1970-71 high school graduates wishing to attend a state college in the state of Illinois will be required to attend a junior college during the freshman year?

(A) (Mr. Smith) The answer is no. Phase II of the Master Plan, published by the Board of Higher Education in 1967, specifies that the policy of the Board of Higher Education beginning in 1970 will be to recommend appropriations for the lower division in the senior colleges for whatever enrollment level they have reached by 1970. Therefore, if a given senior institution has a lower division enrollment of 5,000, they can continue to recruit 5,000 students year after year for their lower divisions--they are not going out of the lower division business. The implication of the recommendation in Phase II of the Master Plan is the absorption of the increase in the public colleges after 1970 into the junior college system.

Moderator: (Professor Lichty)

I regret that we must conclude the telephone conference portion of the first seminar at this time. Thank you all for your participation. Our second seminar will originate "live" from Illinois Valley Community College on April 3. We look forward to having all of you with us again on that date when a different panel presents some challenging views on "Curriculum" and how it should be developed in the junior college. Thank you.

SECOND INSERVICE JUNIOR COLLEGE FACULTY SEMINAR

Illinois Valley Community College
LaSalle, Illinois
April 3, 1968

Topic: CURRICULUM

Editor's note: The recording tapes of this seminar were garbled so that a typed transcription was impossible. We regret this loss of a permanent record of the introductions by Professor Elden Lichty (moderator), and the lively discussion which followed the panel presentation. Questions were asked from the floor and via the conference telephone hookup with the participating faculty groups located on the campuses of Sauk Valley College, Joliet Junior College, and Illinois Central College.

The following presentations were made by the three panelists for this seminar. Mr. L. Everett Belote is Associate Secretary, Illinois Junior College Board. Professor William Ogilvie heads the program for training junior college personnel at Northern Illinois University, and Dr. Herbert Zeitlin is President of Tritan College, Northlake, Illinois. All three men are widely recognized for their outstanding leadership activities in the junior college movement.

CURRICULUM DEVELOPMENT IN THE JUNIOR COLLEGE

Illinois Valley Community College
April 3, 1968
L. Everett Belote

In discussing the principles of curriculum development it seems desirable that we briefly review some of the major theoretical premises underlying the process:

1. Curriculum development is a process, in its broadest sense, which is designed to meet social needs. The development of a particular curriculum is intended to provide a series of learning experiences through which an individual may meet his particular social needs and become a contributing member of the society.

2. In the assessment of social needs the educational institution must interrelate with society. In order to do so, the school should utilize consultants, advisers and committees to focus on those needs so that they can be met by the school. The persons or groups with whom the school consults may vary as baccalaureate oriented and occupational oriented curricula are developed but the principle of interrelating with society is essential in the development of any curriculum.

3. These needs of society must be identified so that obtainable goals and objectives can be formulated as a solution to the needs. Furthermore, the goals and objectives may be general and/or specific but must be obtainable, measurable and subject to evaluation.

4. Learning experiences must be devised that will help meet the goals and objectives established for the curriculum. Those learning experiences must relate to the interests, capabilities and prior experiences of the student and rest upon the principles of the psychology of learning. It is desirable that a variety of approaches be utilized in achieving those goals and objectives. Innovative methods are simply new and different approaches to reach desired goals.

5. Curriculum development must provide for evaluation. Such evaluation must go beyond an assessment of whether the student has satisfactorily completed prescribed activities as judged by an examination. It must include a more complete projection and actual assessment of the student's ability to perform as a contributing member of society in relation to the stated goals and objectives for the curriculum. The consultants, advisers and committees should be involved in the evaluation of the curriculum as well as the original planning. Institutional research is essential to sound curriculum development.

It seems necessary to distinguish curriculum development from course additions. Some junior college curriculum committees are primarily or solely concerned with whether a new course should be added to the instructional offerings of the college. In contrast to such considerations, curriculum development deals with the organization of a total curriculum or program for an individual student or group of students. The curriculum includes a sequence of learning experiences or courses. Such a curriculum is designed to prepare an individual student to function competently in some activity in which his competence is needed by society and for which he is not presently prepared.

In any brief presentation of a rather large and complex topic it is necessary to oversimplify in the interest of time. In so doing, I believe that the principles of curriculum development can be reduced to three basic questions:

1. What is the societal function of the individual student to be upon completion of the curriculum?

2. What are the necessary learning experiences that must be included in the curriculum in order to meet that objective?

3. How is the curriculum to be evaluated?

After we have identified these three basic questions for curriculum development, the next problem becomes that of identifying those persons who can help answer these questions. At this point we will only indicate who these persons might be since Dr. Ogilvie and Dr. Zeitlin will speak to the utilization of personnel in curriculum development.

In answering these questions we need to solicit the help of persons representing four basic groups:

1. Educational Institutions,
2. Employing Agencies,
3. Professional or Worker Associations, and
4. Other Appropriate Community Agencies.

Personnel of educational institutions have been encouraged by curriculum development theorists to develop a close interrelationship with the larger community. However, my observations lead me to conclude that we have made only token efforts in this direction in many cases. The necessity of developing such community interrelationships is essential to all types of educational institutions for all types of curricula if we want to design and develop the best curricula possible. Generally, greater attention has been given to the use of curriculum consultant committees, or advisory committees, by junior colleges for the development of occupational oriented curricula than for baccalaureate oriented curricula. This practice has lead us to conclude that the premises underlying sound curriculum development are different for occupational oriented programs than they should be for baccalaureate oriented curricula. Many of us subsequently have rationalized that community interrelationships are not necessary for any type curriculum.

The difference in the role of junior college personnel in the development of various types of curricula does not result from a difference in the underlying premises; but simply reflects the degree to which junior college personnel are responsible for assuming the leadership for the development of a total curriculum. An associate degree baccalaureate oriented curriculum is designed as one-half of a total curriculum. The total curriculum is the baccalaureate degree program. In this case, the four-year college had the responsibility for assuming the leadership for the design of the total curriculum prior to the development of the junior college system as part of higher education. However, now we have quite a different situation. Desirably, the junior college will share in the leadership for curriculum development and be a catalyst in encouraging the four-year college and the two-year college to have better interrelationships with the society. In the case of an associate degree occupational oriented curriculum, the junior college has the responsibility for assuming the leadership for curriculum development. Having the responsibility for assuming leadership for curriculum development is quite different from acting alone in the development of a curriculum. Responsibility for assuming leadership means that the personnel of the college solicit the assistance of persons representative of the four groups mentioned earlier. Furthermore, it requires the involvement of such persons in the consideration of the feasibility of and need for a particular curriculum as well as in the choice of learning experiences to be included.

These same principles of curriculum development pertain to master's and doctor's degree programs as well as associate and bachelor's degree curricula. For example, would you wish to submit to surgery by a doctor whose medical curriculum had been designed and taught by persons who had only studied about surgery rather than by doctors who had in fact done surgery? I think all of us would expect that the practicing physicians and surgeons would make significant contributions to the development of a medical curriculum.

Another dimension of curriculum development relates to the function of the institution. The state-wide system of locally initiated and controlled public junior colleges became a formal part of public higher education by State design as provided in the Master Plan for Higher Education in Illinois, 1964. The Board of Higher Education in the preparation of the Master Plan acted upon the principles of curriculum development enumerated earlier. The study involved large numbers of citizens with various social responsibilities from many communities in an attempt to accurately assess societal needs. In effect, one conclusion of this study was that our economic system had reached the place which required that public higher education serve the majority of Illinois citizens rather than the minority which had been served previously. Prior to and during the study period, some four-year and most two-year public colleges in Illinois had open door admission policies. At the same time the educational programs offered by those colleges, with rare and notable exceptions, were designed to yield a bachelor's or higher degree and were preparatory for professional and related societal functions.

The Master Plan could have recommended that the public four-year colleges, which were then the total of public higher education, broaden their functions in order to accomplish the enlargement of higher education services to the majority of the citizens. Instead, the Plan called for making the public two-year colleges a formal part of public higher education. Further, the Master Plan provided that the public two-year colleges, as part of higher education, would serve a unique role and provide educational programs appropriate to the majority of Illinois residents. Thus, curriculum development must include an analysis of the clientele which the junior college is committed to serve. Then, the college must design curricula which are appropriate to meeting the needs, capabilities and aspirations of that clientele in a variety of services to the society.

If the capabilities of students, as such capabilities can best be judged, do not appear to be compatible with their aspirations then the development of appropriate curricula becomes all the more difficult. In addition to associate degree baccalaureate oriented and occupational oriented curricula, there is great need for the development of general studies, preparatory and shorter term occupational oriented curricula. Successful completion of such programs probably would be recognized by the awarding of an appropriate certificate rather than an associate degree.

One additional dimension of curriculum development relates to the adult education or community service function of the junior college. Generally speaking, we have offered a cafeteria tray variety of courses from which adults have chosen at random. When we use the term "adult education" in the institutional setting of the high school, the term means courses which are offered to persons beyond high school age at times outside the "normal" school day. However, when we use the term "adult education" in the institutional setting of the junior college, the same definition is no longer appropriate. The vast majority, if not all, of the junior college student are beyond high school age and classes run from 8:00 a.m. to 10:00 p.m. as regular school hours. It seems that the only meaningful way to refer to adult education is "programs designed for part-time students." We have not yet seriously addressed ourselves to the development of curricula for part-time students. We have generally been content to say that programs designed for full-time students are available at night. We have not yet given serious consideration to determining and meeting the needs of the majority of the part-time students through organized curricula which can be seen as reasonable objectives by those students.

The principles for sound curriculum development have been outlined for us for many years. The function of the public junior college in Illinois is consistent with the philosophy of American education which most of us have professed; namely, that the function of public education should provide each individual with an education appropriate to his needs, capabilities and aspirations. Our nation is founded upon the premises that each individual is of intrinsic worth and that full employment is the desirable goal of a free enterprise system. The public junior college is being asked to demonstrate that all these ideas can and will prove valid in action. It will require imagination, dedication and perseverance on the part of all of us who are part of this great movement. Beyond that, the orderly development of a variety of curricula which are appropriate to our various students is the heart of the justification for the junior college's existence.

THE COMMUNITY COLLEGE STAFF AND CURRICULUM DEVELOPMENT

Illinois Valley Community College
April 3, 1968
William K. Ogilvie

The image of any specific community college is characterized by many things including the type of student it attracts, staff moral of the institution, the type of facilities that it has available, etc. Its image is also reflected by the type of instructional program that it offers its clientele. It can be traditional, it can be rigid, or it can be innovative. It can be a stereotype of a curricular program offered by a leading senior institution of the state, or it can be a program designed to meet the needs of the community which the institution serves.

Whatever it is, or however it is characterized, it reflects the total community college attitude toward curriculum development and improvement. The term total is used because it implies administrative attitudes, broad attitudes, and staff attitudes. It implies the desire of the staff to work toward curricular improvement, and the degree to which the administration of that specific community college allows staff involvement in curriculum development and gives moral and monetary support to the proposals. It also implies that senior institutions of the state and that state agencies that control and/or supervise institutions of higher education in the state will not exert undue pressures on the community college as it involves itself in curriculum development and improvement.

At this time I think I should clarify some of my previous statements by saying that in my experience not all innovations are really innovations, that not all curricular proposals made by the instructional staff are logical or even in keeping with the junior college philosophy, and that not all administrative or state controls are bad.

The key involvement in curricular development takes place at the local level. It is important that this involvement include not only the chief administrative officer of the community college, his dean of instruction, and a curriculum committee, but also the individual in charge of institutional research, a representative of the library staff (or as they prefer to be called now, the multi-media center), and a representative of student personnel services. It is also important that curricular proposals start with the individual academic deaprtment or division, for they are the experts in the instructional areas. What I am really saying here is that curricular development ideally involves a team approach.

Let us look at some of the specific individuals or groups of individuals from the local community college staff who have effective roles to play in curriculum development.

The community college president. He, of course, is the key individual, the responsible individual. His philosophy toward the community college stamps a visible mark on the curricular offerings of the institution. He educates his board. He screens staff applicants to make certain they are capable of handling the development of good curricular programs. He can stifle or encourage the development of programs designed to meet community needs. He can assign and can hold responsible other members of the administrative staff for curriculum. His careful selection of an academic dean is essential.

The academic dean. His chief responsibility is, of course, curriculum development. He can, like the president, stifle or encourage the continual process of faculty involvement in the solving of curricular problems. He is also responsible for continual evaluation of the total curriculum of the institution. He is the administrative staff member responsible for instigating a means through which curricular and instructional problems are acted upon before they reach an emergency stage.

The college research coordinator. He should be, according to Arthur Cohen,

> "charged with aiding instruction directly. Too often his activities end when he submits evidence of students' "success" in various programs by computing their grade-point averages to the second decimal place. Make his services available to instructors. Have him find out what an "A" student is actually and specifically able to do and how a "D" student's attitudes and abilities differ from that of other students."

Student personnel services. Learning involves students, but curriculum committees tend to overlook the necessity of having a representative of student personnel services on the committee. They are a source of much information that curriculum committees should consider as essential. Meyer and Hannelly in the 1956 N.S.S.E. yearbook state that:

> "Probably no member of the staff of any junior college has a better over-all picture of the student body than the student personnel workers. For this reason their membership on curriculum committees provides an excellent system by which this knowledge may be tapped. The advantages are two-way: the work of curriculum committees is facilitated by the contribution of the student personnel worker, and the student personnel worker is placed in an improved situation for understanding the many facets of the educational program."

The institutional curriculum committee. This committee is responsible for giving an interdisciplinary appraisal of problems and proposals affecting curriculum development. They must ask,

> "How does this proposal relate to the total curricular concept of this particular institution? Is it in keeping with the community college philosophy? Will it help the college meet the needs of the community? Is it logical or feasible? Is it a step forward or is it a step backward?"

Division or departmental committee. The members of this committee theoretically know their own areas or disciplines better than any one else. They should be the "instigators" of curricular change although they often are not. Once again I quote Cohen. He indicates that instructors should

> "operate in departmental teams so that the skills of each staff member may be utilized to the fullest. What if all cannot perform each task with equal facility? One may be best in specifying objectives; a second, in designing assessment devices; a third, in constructing media. Let each operate so that he contributes his own best talents to the process of curriculum."

The individual instructor. The focal point, the aims of all curricular plans come to rest on the shoulders of the individual classroom instructor as he confronts his students. The instructor is the individual who devises and manipulates learning situations. He evaluates student progress in his course. He is either a diagnostician of individual learning problems or an information dispenser. When the classroom door closes, the curricular and instructional plans of the institution either become effective or they go down the drain. The circle of curricular responsibility is completed at this point. The degree to which the college president was effective in selecting an effective teaching staff now becomes obvious.

There are a few other items that I would like to briefly touch upon before bringing this discussion to a close. They involve objectives, standards, evaluation, curriculum meetings, and the use of resource people from other educational and community agencies in curriculum development.

Objectives. Objectives are not merely window dressing, they give direction to instructional activity. Unless the implications of objectives are thoroughly understood by the professional staff there can be no sound basis for organizing instruction or for evaluating student progress. Community college curricular development should only take place when a clear understanding is present of the community college philosophy and when this philosophy is reflected in the curricular objectives of the institution. Objectives go beyond catalog descriptions. They also involve texts, media, lab projects, field assignments, discussion topics, and standards. More academic crimes have been committed under the guise of "standards" than almost any other educational rationalization in existence. They are most frequently committed when curricular objectives are not understood.

Evaluation. Curricular plans instituted and never evaluated are of little consequence in promoting institutional excellence. A curricular offering not meeting the objectives of the community college or the needs of its clients should be either revised or eliminated. Instructional staff members not conducting their classes in keeping with stated objectives of the institution should either have their instructional skills upgraded or the instructor should be removed from the classroom. On the other hand, the extension of curricular development depends upon acknowledgment. Everyone knows who the best teachers of a faculty are, but no one wants to name them. The teachers who effectively carry out the objectives of the curriculum in the classroom should be recognized. They can only be recognized after evaluation. A recent investigation, I think by Reynolds, of 70 junior colleges throughout the United States, indicated that in almost all institutions investigated neither the dean of instruction, or division head, or department head ever took the time to visit classrooms while a class was in session.

Curriculum meetings. Curriculum meetings should involve themselves with genuine curricular problems and not a multitude of household chores. Teachers correctly view meetings of this type as unchallenging.

Resource people from other agencies. The use of resource people from other educational or community agencies is often overlooked in the development of the community college curriculum. If high school or university staff members are not consulted, the community college instructional program will soon be operating in a self-imposed academic vacuum. The community college was not created for this. The American educational system operates on a continuum - from K through forevermore. All aspects of it must be interrelated. They cannot be interrelated without an exchange of viewpoints. This type of resource should be thought of as advisory.

The ideas, and sometimes restrictions, of other educational agencies such as state and regional accrediting agencies, including those that are concerned with certain occupational fields must also be considered, for their regulations are more binding than that of other educational agencies.

The local community also has many agencies whose ideas should be incorporated into curricular considerations. I am not referring here to the industrial and business agencies whose desires can have major impact on the curriculum. I am referring to agencies whose interest in the offerings of the junior college might seem remote, but who might be interested in the total curriculum rather than one specific portion of it. They exert the broad viewpoint. I am referring here to the welfare agencies, the ministerial associations, the chambers of commerce, the labor unions, the law enforcement agencies of the community and others.

I am not beating the drum here for a "let everyone get into the act" routine. I am saying that besides the staff of the local community college, many individuals from the local community can contribute to an effective curriculum under the framework of the junior college philosophy.

When one of the "emerging community colleges" starts to emerge, there usually exists in the office of the dean of instruction a frenzied analysis of catalogs of established institutions (both community college and senior institution). The first curriculum is ushered forth to the local board, and with fingers crossed, passed on to the state board. This is just the start. Real curriculum development progresses from that point. And, it pays off in the classroom, for superior instruction is at the central core, or the very heart of the community college concept.

BUBBLING CONCEPTS FROM BUSINESS AND INDUSTRY ON THE COMMUNITY COLLEGE

Illinois Valley Community College
April 3, 1968
Herbert Zeitlin

Two years ago Dr. Elden Lichty was the first one in this state to predict that "Illinois will have the finest junior college system in the world." Today, a rebirth of the junior college movement in Illinois is being read about and talked about throughout the nation. Elden Lichty's vision of the future is achieving a reality that goes beyond regional pride.

For example, at the national convention of the American Association of Junior Colleges held in Boston two months ago faculty, administration and trustees from California, Florida and New York were seeking out Illinois individuals to learn more about our Public Junior College Act. The educational spotlight today is on Illinois. Please keep in mind that although the oldest public junior college in the country was established in Joliet in 1901, for 67 years the junior colleges of this state have had second and third class facilities. Whatever was left over from high schools, junior highs or elementary schools was utilized for junior college programs. Five months from now the first public junior college to be built for community college purposes will occupy its new campus.

By September, 1969, Black Hawk, Rock Valley, Harper and Sauk Valley will occupy their new facilities. The latest report from Gerald Smith, our executive secretary, shows that 18 other districts may be out for construction bids within the year. Over $200 million of allocated money is expected to be spent in a three-year period in acquiring sites, constructing 23 campuses and equipping them. Some people believe that an additional $300 million will be needed to complete the dream of bringing junior college educational facilities within easy commuting distance to all Illinois residents.

During the past 10 years California, the leader, invested over $360 million in building junior college campuses. Its state department estimates that $70 million per annum will be spent within the next few years.* During the next six years, Illinois will spend up to one-half billion dollars for junior colleges. The new Illinois investment will be larger than that of any other state in the nation.

Recently, the State Junior College Board passed a resolution commending all those junior colleges for the progress made in developing occupational programs. Until three years ago occupational-vocational-technical programs were considered the most neglected curriculum area in the Illinois junior colleges. Today every Class I college with the exception of one has some state approved programs now operating. In view of the fact that Illinois will be spending more than any other state for junior college development and the growth of occupational programs will be a prime objective for many colleges, I would like to devote the rest of my remarks to the future of these programs.

---

* California Junior College Association News, April 1968

As we move from a $780 billion economy to a trillion dollar Gross National Product that is expected in 1972, and as our work force grows from 75 million to 100 million that is predicted by 1980, then every man and woman in America will need to be retrained more often.

How often does a person have to be re-educated in a lifetime? These days we hear that young people will have to be retrained at least three times. All evidence, and this comes from many authorities, indicates that this is a conservative estimate. The need for retraining and re-education is ever present--yearly, monthly, weekly and daily. It is never-ending and extending for as long as a person is gainfully employed.

In order to stay up-to-date on the local, state and national needs, assistance from outside of the academic community must be obtained. We at Triton believe strongly in the utilization of occupational advisory committees. These are committees that have defined purposes such as:

1. To advise the college on educational and occupational needs.

2. To help the college develop plans for new programs.

3. To assist the college in evaluating and improving present programs.

During the last three years Triton College has developed the following occupational advisory committees:

1. Accounting
2. Advertising
3. Air Conditioning
4. Architectural Drafting
5. Auto
6. Beauty Culture
7. Business Management
8. Data Processing
9. Inhalation Therapy
10. Electronics
11. Machine Design
12. Mechanical Drafting
13. Numerical Control
14. Nursing -- Degree
15. Nursing -- Practical
16. Office Machines
17. Photo Offset
18. Police Science
19. Quality Control
20. Real Estate
21. Secretarial (Including Legal, Medical and Court Reporting
22. Supervision
23. Welding
24. X-ray Technology

All of these committees have met at least once and some have met six times since their formation. As we go from 28 occupational programs to 37 for the next college year, we will need an additional nine committees.

The success of occupational committees is largely dependent upon how skillfully they are used. Triton feels rather fortunate in securing personnel who know what to do and proceed to do it! Our occupational programs are headed by Gordon Simonsen, Dean of Technology. I believe he is one of the most capable technology deans in the Midwest. He works with two assistant deans, coordinators, instructors and counselors.

As Triton invited more and more industrial and business leaders to the campus to help build curriculum, a rather interesting development took place. Remember these specialists were requested to advise us on community occupational needs. They advised us well, and then suggested a stronger partnership of communication and participation. These outside specialists recommended that greater attention be directed toward the fulfillment of a mutual calling: Service to the total community. As a result of these committees, the Triton College-Industry Cooperative Information Program was initiated.

Presently, there are 72 leading companies that are a part of this program. What is the program? Let me read from the certificate that outlines the area of agreement in becoming partners:

Triton College-Industry
Cooperative Information Program

This is to certify that "Company Y" is a patron of Triton College and a participant in the TCI program.

Triton College's Role in TCI

1. To provide programs in technical education and semi-professional curricula to meet employment opportunities.
2. To make optimum use of the talents and experience of the business community through the use of advisory committees.
3. To supply needs of local industry through informational materials including catalogs, brochures and current schedules.

Industry's Role in TCI

1. To assist Triton College through making opportunities of the college known to employees.
2. To publicize offerings in company bulletins, magazines, and newsletters where possible.
3. To communicate employee requests for information to Triton College.

The TCI program has been in effect for about a year. We believe it has been beneficial to all concerned. Now whenever I visit the personnel or training officer at a large industrial plant or hospital, there is generally posted on the employee bulletin board a TCI certificate, the college schedule of classes and occupational brochures.

As a result of the many advisory committee and staff meetings, some new concepts for our college district are being developed. Here are a few. They may come as a surprise to you; they may even shock a few in our audience; you may disagree violently with some of the concepts. Nevertheless--here they are; concepts that have bubbled to the surface during the many hours of faculty consultation with advisory committees from business, industry and government.

1. THE JUNIOR COLLEGE IS NOT A TWO YEAR COLLEGE BUT A COMPREHENSIVE COMMUNITY COLLEGE

   Major emphasis on the transfer program is beginning to decline. Unless all the objectives of a community college are given equal weight and administered by individuals of equal rank, a community college may not become truly comprehensive.

2. ALL COURSES ARE COLLEGIATE IN NATURE AT A COMMUNITY COLLEGE

   There should be less of an emphasis between freshman and sophomore classes and greater emphasis on each course. All courses are collegiate and must be well taught regardless of whether they are baccalaureate, occupational, general or developmental. Badly taught courses lower standards whether they are at the freshman or graduate level.

3. THE MAJORITY OF THE STUDENT BODY DOES NOT GRADUATE IN TWO YEARS AT COMMUNITY COLLEGES

   In many communities where comprehensive programs are in operation most students do not graduate in two years. Graduation may take place in one, three, six, nine or twelve years. And in many cases graduation is not the goal of the student but the acquiring of knowledge or skills from one, two or three courses. Generally, less than 10 per cent of the total enrollment graduates each year.

4. THE COMMUNITY COLLEGE HAS CONTINUING EDUCATION PROGRAMS FOR THE COLLEGE GRADUATE

   Up to 10 per cent of the student body at a comprehensive community college may, suprisingly, be college graduates.

5. THE COMMUNITY COLLEGE IS FOR STUDENTS OF ALL AGES

   The 17 to 20 age bracket includes a smaller proportion of the population of a community when compared to the number of people in the 21 to 70 age span. Therefore, it is reasonable to assume that a comprehensive college really serving the community would have two to six times as many students over 21. Those colleges that have fewer students in the upper age bracket than in the lower age bracket are not meeting the needs of all people in the community.

6. THE PART-TIME INSTRUCTORS AT A COMMUNITY COLLEGE PROVIDE ADRENALINE TO THE INSTITUTION

   Part-time instructors from business, industry and government bring timeliness, practicality, and vigor to classroom learning, making theory and practice assume new meanings.

7. BACCALAUREATE STUDENTS RECEIVE NO CREDIT LOSS UPON TRANSFERRING TO THE UNIVERSITY

   Students who take the transfer courses in their curriculum as approved by their counselor will receive full transfer credit if the grades are satisfactory.

8. COMMUNITY COLLEGES STRESS INSTITUTIONAL RESEARCH RATHER THAN ORIGINAL RESEARCH

   Major research emphasis in a community college relates to the student, the college, the community, or the improvement of instructional techniques. Original research in the various disciplines is still the domain of the university.

9. COMMUNITY COLLEGE FACILITIES AND FACULTIES ARE GEARED TO PREVENT FAILURE AMONG STUDENTS

   The community college has a faculty with a heart. It is not necessarily a college for "dropouts" but a college for "pushouts" or "dropins" where a student can find a sympathetic ear. Instructors and counselors are available and are encouraged to help students to help themselves.

10. THE COMMUNITY COLLEGE HAS A FACULTY OF INNOVATORS

    Some of the most advanced teaching techniques are being developed at the comprehensive community college.

This evening I briefly described to you how the Triton advisory committees have helped to develop some of the new concepts growing among junior colleges. No two college districts are alike, but we can all learn from one another, if we listen. I feel fortunate in being here tonight because I believe, as Dr. Lichty does, that Illinois will have the finest junior college system in the world in the future.

Thank you.

THIRD SEMINAR

IMPROVEMENT OF INSTRUCTION IN JUNIOR COLLEGES

April 24, 1968
Joliet, Illinois

Moderator: Elden A. Lichty, Professor of Education, Illinois State University

"Good evening ladies and gentlemen. This is E.A. Lichty talking to you over the conference telephone hook-up from Joliet Junior College. It is most fitting that we should be at Joliet Junior College discussing the question of improvement of instruction. This is the oldest public junior college in the world and for two-thirds of a century it has been interested in improving instruction.

This is the third seminar in our series. The next one will be held at Sauk Valley College two weeks from tonight, on May 8. We will proceed as we have in the past with the panelists making presentations of about 20 minutes each. After the presentations, we will take a ten minute break and then participate in a question and answer session.

Our panel tonight is going to discuss with you the question of good instruction in the junior college. If there is any one thing for which the junior college is outstanding, it is the quality of instruction that it provides. I am sure that all of you as teachers in the junior college are aware of the fact that we must do everything possible to insure quality teaching. Our panelists are well qualified to talk to you on this question of improving instruction. I will introduce them in the order in which they will speak.

Our first panelist is Dr. Jack A. Peterson, Professor of Education, Western Illinois University. Dr. Peterson has been active in the junior college field for some time. He has conducted junior college surveys, has worked with the state and national junior college associations, and is well qualified to speak to you on this question of instruction. Our second panelist is Dr. Eric Baber, Professor of Education at Illinois State University. Dr. Baber is an authority on research, an authority on federal programs in education, a former Regional Representative in the U.S. Office of Education and has long been interested in the junior college field. Our third panelist is Dr. Clifford Erickson, President of Rock Valley College. I do not need to introduce Cliff to an Illinois audience. Most of you know him as one of the outstanding leaders in the junior college field in this state. He was for a number of years executive director of the junior colleges in Chicago and recently has established the Rock Valley College in Rockford. Without further introduction, I will turn the microphone over to Dr. Peterson, who will speak first."

FUNCTIONS AND RESPONSIBILITIES OF JUNIOR COLLEGE INSTRUCTORS

Joliet Junior College
April 24, 1968
Jack A. Peterson

It is indeed a pleasure for me to have this opportunity to take part in this telelecture seminar. I, too, want to send greetings to the faculty and administrative staff personnel in the three colleges which are sharing in this activity via telephone.

The topic which has been assigned to me is Functions and Responsibilities of Junior College Instructors. A reference to the dictionary indicates that function is defined as the activity appropriate to any business or profession. Responsibility is defined as accountability or the state of being accountable for. Then, if we would put these words in the topic under discussion together, we might read something like this, "activities appropriate to the position of junior college instructor and for which a junior college instructor should be held accountable."

I would like to suggest two basic premises as the foundation for the remarks which I am going to make this evening. The first premise is that function and responsibility derive from the acknowledged and accepted purposes of the institution. In other words, it is at the point of purposes of an institution that one begins when he sets out to identify rightful functions and responsibilities. The second basic premise is that the image of a junior college is essentially the individual and composite images of the professional staff. Function and responsibility acquires substance and meaning as they become manifest in the activities of junior college staff members. These activities taken as a whole and individually, result in the formation of an image of a college. Now, I will grant that some who perhaps go out to the junior college only occasionally to see a basketball game, may have an image of the junior college as a fine gymnasium and perhaps a fine basketball team; and, likewise, to a person whose contact with a junior college seldom goes beyond attendance at a musical activity, his image may be one of a fine auditorium and musical performances; but, for the great number of students, both part- and full-time, for citizens who come out to the college quite regularly for short courses and seminars and clinics and the like, the image of the college is the image of a faculty member or faculty members who are understanding and patient and kind and knowledgeable and technically competent. Function and responsibility, then, derive from purposes; and, in turn, these acquire substance in the behavior of the college staff persons.

Now, let us look briefly to the acknowledged and hopefully accepted purposes of a junior college. What I am going to list here, you have heard before and you have seen listed before. These have come to be thought of as practically standard purposes of a junior college, but for review and for emphasis purposes, let us list the following:

1. To serve the community and to be served by the community.
2. To develop an identity of its own.
3. To play an essential role in the total higher education picture.
4. To provide a realistic, meaningful and effective program for a wide variety of students.

To accomplish these purposes a junior college must seek out, employ, nurture, and reward professional staff who evidence superiority as teachers.

Now, in the junior college ongoing operation I believe a staff member works in at least four different settings. The first setting is the setting which we might call the teacher-learning setting, or the classroom setting. Here, I believe the superior junior college teacher must play five different roles:

1. A facilitator of attitude and interpersonal behavior development.
2. An identifier of skills, talents, and aptitudes.
3. A developer of skills, talents, and aptitudes.
4. A diffuser of ideas, positions, and concepts.
5. And lastly, a skilled technologist in improving basic skills.

In the second place, I believe that the junior college staff member functions in a counseling setting. I believe that this setting may be of one or two different types. The first type being one in which the contribution of the staff member arises in a formal counseling program. In some cases, it is almost as simple as the number of students in the school being divided by the number of staff members and thus determining who will be advising what students. In this system, the junior college staff member obviously has a very close and definite relationship to the counseling program. The other type is one in which contribution of the staff member in the counseling setting is more in the area of counseling as this activity is a part of classroom instruction. In these cases there often are numbers of qualified full-time guidance-counseling personnel to do much of the counseling and advising, and the staff member contributes in a more informal manner. Regardless of which method is followed, I think it simply never would be found that the junior college instructor has no relationship to the counseling program; and, incidentally, I have on many occasions seen a master teacher on the junior college level who did a magnificent job in tying together classroom instruction and counseling. It was such a fine job that counseling simply became a part of the classroom instruction. The two really blended into one.

The next setting that I would like to suggest in which the junior college instructor functions is the community-college setting. Here I think the effective junior college instructor sees in the community the most inviting and promising of learning laboratories. In the second place, I believe he sees in the community the finest of opportunities to use his professional talents for motivating, organizing, instructing, and evaluating with the goal of total community improvement. This, you see, is a recognition that college-community relations constitute really a two-way street, and tremendous advantages occur both to the community and to the college when this is recognized.

Finally, I would like to submit that I believe the junior college staff person operates in an institutional development setting. Herein, I would like to mention three activities which I think an effective instructor should carry out.

1. I think he should actively and enthusiastically share in defining and redefining instructional goals.

2. I believe the staff member should be individually committed to doing his share toward accomplishment of institutional goals and particularly the goal of ever-improving instruction.

3. Finally, I believe the superior junior college staff person carries his full share of the policy determining load within the limits of the organization's administrative structure.

Now may I say with regard to this that it may well be necessary for the instructor to assume an activist role in order to obtain a reasonable share in institutional policy determination, and this I believe we should do.

These, then, are what I see as the rightful functions and responsibilities of junior college instructors. Looking back over the statement that I have made you can see that these functions and responsibilities lie in four rather distinct areas. When I list these with the function in the classroom, in the teacher-learning situation first, this is by intent because I think that herein lies the most important and fundamental function and responsibility. Then, certainly, one must list the area of counseling and advising--the whole area of student personnel--the working with students outside of the formal instructional relationship. Then moving away from the institution and into the community, the functions and responsibilities that grow out of the community-oriented nature of the institution, and finally, those functions and responsibilities which grow of having membership on an institutional team. This involves seeing oneself as part of a staff that together shares in the task of determining the direction in which the institution should be moving and determination of the best way to move in this direction.

I would like to close these remarks with a statement by Leland Medsker. In his book, The Junior College Progress and Prospect, he says, "Needless to say, another immediate task is the procurement and training of teachers and counselors for the two-year college. This will not be accomplished easily, either quantitatively or qualitatively. One of the difficulties will be to find and prepare teachers whose image of themselves as staff members of a two-year college is in harmony with the distinctive purposes of this type of college rather than with some other type. Even the most adequate preparation of teachers is incomplete if their attitudes toward junior colleges are incompatible with the purposes of these colleges."

RESEARCH VS. INSTRUCTION IN THE JUNIOR COLLEGE

Joliet Junior College
April 24, 1968
Eric Baber

Thank you for the privilege of sharing some thoughts about research and instruction with you here in one of our Nation's most famous junior colleges. The interesting telephone conference hook-up we have this evening with groups of faculty members on the campuses of Illinois Central College, Sauk Valley College and Illinois Valley Community College illustrates one way in which technology brings us closer together as a total professional group. Certainly we need the concerted brainpower and cooperative effort of our colleagues on all campuses if the tremendous potential of the American Community Junior College is to be fully realized.

The thrust of my remarks will be in the direction of encouraging junior college faculty members to utilize research for the improvement of instruction. This implies both a "consumer" role and a "producer" role in taking advantage of the extensive research resources and opportunities which have developed over the past few years. It is simply not true today, if indeed it ever was, that junior college teachers should just teach and leave the matter of research to the so-called sophisticated researchers who are said to reside mainly in the cloistered ivory towers and the hallowed halls of ivy. Their expertise is needed, and they can help us, but _we_ must participate appropriately in research activities if local and personal benefits are to be maximized.

Let me first indicate what the term "research" means to me, because it is in this context that my thoughts are expressed. Ten years ago, when educational research was still in its infancy, most projects tended to be basic and theoretical in nature, involving complicated statistical treatment, and patterned after traditional research in the natural sciences. There were not more than a hundred recognized educational researchers in the whole country, and many of these were in university departments of psychology. They spoke a language intelliglbe only to members of their own group, and the whole concept of research was formidable and foreign to most of us in the teaching field.

Today it is different. While basic and theoretical research has grown and more full-time researchers have been trained, this has been accompanied by a movement toward operational and action research focused upon the day-to-day problems of the educational enterprise, and encompassing pragmatic developmental endeavors of all kinds. The R and D (Research and Development) commitment which has revolutionized American agriculture, health, medicine, business and industry, now has a counterpart in education. It is in this broad R and D sense that I use the term "research," and in such a context educational practitioners at all levels and in all subject fields have a legitimate "stake" which justifies their participation in various phases and aspects of educational research.

Experimentation, investigation, innovation, demonstration, diffusion, evaluation--these are all parts of the total R and D process. Whenever a teacher studies, or trains, or develops new materials or new interpretations, or uses methods that are new to him, his efforts relate to the research and development function. So if we think of research as another way of characterizing the many educational improvement efforts in which we all engage, it becomes part and parcel of our daily professional life and is no longer a fearsome thing. Some of us will participate in one way, some in another, but under this concept all will accept research as a common element and current change agent in modern educational practice. At whatever level and whether it be an informal trial of something in the classroom, or a formal project of complex design and great scholarly significance, we can think of research as a useful tool and a valuable resource in helping us to accomplish our instructional mission. If this definition is overdrawn, as is undoubtedly the case, at least it tends to make "research" a more friendly and companionable term.

The fact that the junior college is such a dynamic kind of institution, relatively unfettered by tradition and apparently destined to have the greatest and most direct influence upon the quality of American society, seems to me to suggest that its teachers should embrace the findings and opportunities of research to expedite and enhance the unique educational contributions of the junior college. Its students, its attitudes, its curriculum, its purposes, its community relationships--all are different from those in any other institution. I believe a fuller participation by its faculties in R and D can help the junior college to leap-frog over other institutions in fulfilling its destiny. Junior college research in what to teach, how to teach, who to teach, when to teach, and where to teach, is all too sparse at present. Teacher participation in more comprehensive developmental efforts is essential if giant strides forward are to be made.

This is particularly true in the fields of continuing education, compensatory or developmental education for disadvantaged persons, occupational education, and the community-service role of junior colleges. New kinds of mutually beneficial relationships need to be fashioned with business and industry, as well as with civic, cultural, scientific and governmental organizations. Appropriate articulation with other levels and kinds of educational institutions also remains a problem. Junior college faculty members need to become more cooperatively involved in selective study and action programs.

Given a receptive attitude toward research, and a will to use it in the improvement and extension of instruction, where does one turn for the financial support and the guidance which can facilitate effective efforts? One answer, of course, is that we can undertake some modest R and D efforts in our own classrooms, colleges and communities which require no expertise beyond our own capabilities. We can study research findings through the publications of the American Educational Research Association, the reports of ERIC (the Educational Resource Information Center in Washington, D.C.) and other professional journals, agencies, associations, and organizations--adapting promising ideas and practices to our local needs.

We can turn to these same sources and to our universities for technical assistance and consultant help in locating funding sources and in writing up research projects which exemplify the essential elements of fundability. We can seek financial assistance from both private and governmental sources. Probably 80% of the formal R and D effort in education today is funded by the Federal Government. Any teacher or group can apply, and there is a suitable funding program to finance almost any kind of a good idea, if it is properly presented.

This is not to say that securing outside funds for instructional improvement efforts is easy. The U.S. Office of Education which administers something on the order of $100 million per year in education research funds, approves only about 25% of the proposals it receives. Competition is keen, and a proposal must be economically efficient, educationally significant, well planned, and manned by competent personnel if it is to succeed. But the point is that this agency and many others including private foundations are constantly increasing their support of educational research, and the money is there if we want to go after it. So far, junior college faculties have not assiduously sought their fair share.

I would suggest that when you contemplate preparation of a research proposal for funding from a sponsoring agency, you consider something in the realm of "action" research, which has as its goal the production of some actual change in instructional practice. A barrier remains in getting basic research results into the classroom, and something along the line of developing, interpreting, and applying practical ideas to a specific operational setting would be apt to be well-received by the sponsoring agency and of concrete value to you. It might be desirable in some instances for you to cooperate with one of the universities or the State education agency or a professional association in the planning, operation and evaluation of your research project. Often times the chances of a proposal's acceptance are strengthened by this kind of cooperative approach which rests on a broader base of talent and demonstrated success in the research field. Each university has an office which administers or coordinates or facilitates faculty research interests, and you can get help there if you need it.

One of the most readily available sources of research support is the Small Projects Program of the U.S. Office. Any application for funds under $10,000 is considered, and the program (in our part of the country) is handled through the Regional HEW Office in Chicago, where a decision on approval or rejection is fairly rapid. Application instructions are simple, and this is a good program for the individual faculty member who wants to conduct a comparatively small piece of research over a period not to exceed eighteen months.

Other funding programs of particular significance to junior colleges include the community development types of projects under Title I of the Higher Education Act and a variety of teacher recruitment and training programs under the new Education Professions Development Act. This latter Act emphasizes the encouragement of qualified persons to enter or re-enter the teaching profession; the use of craftsmen, artists, etc. as part-time instructional personnel; and the training of teacher-aides and other non-professional or para-professional or technical personnel to assist with the teaching process. It strikes me that some of these activities could best be carried out by junior colleges in close cooperation with local community (especially urban) needs.

As we think more specifically about the relationships between research and instruction, it might be useful to refer to the American Council on Education 1967 publication, "Improving College Teaching," edited by Calvin Lee. A review of this volume of essays, appearing in the January 1968 issue of the American Educational Research Journal points out three interesting propositions as follows:

> "John Atherton recommends a program that will involve all the faculties of all departments in ongoing analysis, discussion, and research in the art and science of teaching. This will require, however, a little relaxation of the pressure for content-centered as contrasted with student-centered instruction. The editor, in his summary chapter, quotes Bruner and Ausubel. There are other psychologists--and educators--with whom those interested in the problem of learning in college might advantageously become acquainted.
>
> Another proposition is Daniel Bell's assertion: "In the sciences the learning is *sequential*. . . In the social sciences the pattern is one of *linkages* between fields. . . In the humanities, knowledge is *concentric*." He opines that this triadic differentiation has important consequences for the theory and practice of pedagogy.
>
> A third proposition is R.J. Henle's contention that with all the tinkering we do not have a truly modern college curriculum, not merely adapted to the immediate present, but "relevant to the contemporary world and to the emerging world, the future world."

The reviewer then states that, "What one misses among all the many wise and perspicacious generalizations in this volume is a willingness to get down to the well-known brass tacks, to get one's hands dirty on the facts of life. Nowhere is the teaching-learning problem given the prominence it deserves--what the professor (or teaching assistant) in any subject should do when he lectures or discusses in order to help students learn fact, skills, or attitudes as the case may be. Nowhere is the matter of student differences frankly faced, nowhere the deficiences of the present examination and marking system, and hence nowhere the weakness of estimating scholarship in time units--hours, semester, years, courses--rather than in proficiency units. Most of the trouble seems to stem from failure to recognize the necessity of arriving at clear statements of educational objectives in behavioral terms."

So you see the whole field of R & D in instruction is still wide open, both with respect to the perennial problems, and the new opportunities peculiar to the junior college situation.

Some educators contend that the "publish or perish" policy which plagues many university teachers and which causes others to take refuge in colleges where writing and theoretical research are not requisites for tenure and advancement, has been largely replaced by a thing called "grantsmanship." Certainly it is true that the ability of a faculty member to secure outside funds for support of a research, training or service project enhances his value to the college and serves as a means for his gaining professional recognition and advancement. Whether this is now the "high road" to professional fame and fortune, or whether grantsmanship is just one of several avenues now open, is debatable. But the fact remains that grants for R and D, or training, or community service work do open up opportunities to individual faculty members to effect significant educational change, and to receive appropriate recognition for it without the necessity of writing a text-book or a series of scholarly journal articles. Junior College teachers should investigate such opportunities more thoroughly.

A typical statement about the role of the junior college teacher with respect to research is this one taken from J.W. Reynold's chapter on "Needed Changes in Purposes and Programs of Community Colleges," in the 1966 McGraw-Hill book, "Universal Higher Education" edited by Earl J. McGrath:

> "The community college faculty member will be almost exclusively a teacher. From the time of the earliest definitive treatments of junior colleges in the second decade of the current century, instruction has been cited as the major function of junior colleges. Very little research emanates from the faculty of these educational institutions."

Now,in fairness to Professor Reynolds I must say that this quote is taken out of context, and as one reads further he finds recommendations for junior college teachers to engage in experimentation and other developmental endeavors (including full utilization of existing research findings) to help all kinds of students solve their difficulties and to discover and satisfy the educational needs of the community. Nevertheless, the quote reflects a common opinion that junior college teachers don't produce research. My contention is that their participation in appropriate research activities is not only desirable, but essential if the instructional problems of the junior college are to be solved, and if junior college teachers are to reap the bonus rewards of professional distinction.

So let us not be complacent and satisfied to accept the exclusive word of others as to how we should ameliorate our own difficulties. Rather let us try to foster on each junior college campus a climate of freedom to experiment and to address ourselves directly and cooperatively to the unique challenges of our own students and communities--in order that the quality of instruction may be strengthened and freshened in terms of the actual personal and social needs of our own places and times.

Research is the friend and ally of vital instruction. It is not a "versus" at all. The sources of support and assistance to enable us to engage in significant R and D activities are more plentiful and more accessible than many of us have realized. I believe we have in research a powerful instrument which we have not yet fully exploited to advance the junior college to its rightful place as the great college of the American people.

IMPROVING TEACHING IN THE JUNIOR COLLEGE

Joliet Junior College
April 24, 1968
Clifford G. Erickson

No doubt you share with me the view that teaching is an art. As with other art forms, it is hard work. There are no magic solutions for improving teaching in the junior college.

Dr. Baber has already referred to the 1967 book, Improving College Teaching, published by the American Council on Education and edited by Calvin B. T. Lee. This is an authoritative discussion by educators of varied backgrounds and commitments--a broad view of what can be done to promote effective teaching.

I would like to add two monographs edited by B. Lamar Johnson: New Directions for Instruction in the Junior College and Islands of Innovation.

My remarks shall be drawn from three kinds of experiences: a) my six-year association with sixty teachers selected from a faculty of 700 to serve as studio teachers in Chicago City College's TV College; b) my work as an examiner for the North Central Association visiting classrooms in community colleges; and c) my own experience as a teacher of mathematics and new media courses.

My method shall be the use of nineteen questions with brief remarks on each to provoke thought and to stimulate discussion for the question period which follows. There is no profound organization of the series of questions. They are not presented in order of importance. Hopefully, one or more will provide some new insight or some point of departure for our continuing dialogue.

I shall assume that all of you are fast learners and that you can fill in the gaps of a quickly-sketched outline.

1. Have You Seen Yourself Through the Eyes of Your Students? Could You Take It?

One of the most important outcomes of the Chicago City College offering of televised courses was the self-evaluation experience afforded teachers by video-tape recording and playback of segments of teaching. Typical reactions included the covering of eyes, a desire to turn off the receiver, and a desire to repeat the experience to do it more effectively. The increment of improvement from first to second presentation is always dramatic.

Today, for as little as $1000, we can place a video-tape recorder in a college classroom to enable the teacher to have immediate feedback of his teaching for self-evaluation. In my judgment, the effective use of this device can provide more assistance for the improvement of instruction than any other device or technique. Television teachers in Chicago say that they have become better teachers because of the chance to see themselves teach. They wish it had come much earlier in their careers.

2. Have You Defined Your Goals? Do Your Students Understand Them?

In Chicago's TV College, studio teachers are asked to defer preparation of course outlines, study guides, and telecast lessons until they have defined the objectives for the course. As you may expect, teachers often respond as follows: "Here's my textbook; look at the outline; this is my course." One teacher worked for an entire month full-time before he could develop five or six behavior-oriented objectives. At the end of the month, he said, "This is the most significant thing I ever did in my life. I have finally thought this thing through with the help of my colleagues. To take my objectives seriously, I now must change textbooks, use an entirely different approach, make different assignments, and evaluate student work on a new basis." The result was a new departure in the teaching of the subject and a change from historical to case-study approach. The course was taught successfully on television and the new approach was incorporated into conventional instruction. The improvement in instruction was a direct result of deliberate soul-searching on the objectives of instruction.

The little "programmed" book by Mager, Preparing Instructional Objectives, is worthy of study by teachers who wish help in the formulation of objectives.

3. Do Your Learning Materials and Media Help Your Students Achieve Their Goals?

I recently visited two junior colleges. Both faculties are concerned about giving students an opportunity to explore the world of audio recorded learning materials in music, drama, and language. One has a library with a very expensive installation of telephone dial retrieval stations linked to 90 tape decks. By dialing a number from 1 to 90, the student may listen to 90 recorded learning experiences selected by the faculty for use in the current week.

The second college has a simple installation one-tenth as costly as the first with student-operated earphone phonograph players. The student has open-shelf access to over 10,000 recordings. Faculty choices for the week are available on multiple jack players to allow a number of students to listen to given recommended recordings of the week. It may be that the second, less-costly and less-sophisticated installation is giving students access to more recorded literature and an opportunity to make more progress toward learning objectives. The benefits of the second installation could be incorporated in the first with additional equipment. If we define our objectives carefully, we shall find them a useful guide in the selection of learning materials and hardware. We shall avoid the ever-present danger of allowing fascination for hardware to confuse ends and means.

At Rock Valley College we speak of using the community as a billion dollar laboratory for learning experiences which relate to our objectives for occupational programs.

4. Have you Noted the Revolutions in Learning Materials?

It is wholesome to inquire of a junior college librarian the number of book chargeouts per day. A low figure may reflect a tendency toward dependency on textbooks rather than on the library learning resource center. In part, however, a lower figure can be related to the paperback revolution if the college bookstore is doing a brisk business in pocket editions of primary sources.

The paperback makes it possible for a teacher to delete the textbook and ask students to purchase a shelf of primary materials in pocket edition. The paperback places a new opportunity and responsibility on the teacher to work closely with the bookstore, to make certain primary works are on paperback racks to be assured that research materials and some of the great works of literature are there for students to discover and purchase and read. By this means, even students of modest means may graduate from college with a significant library equal in size and significance to the libraries of the statesman or lifetime scholars of a century ago.

Overhead projector slides represent another revolution. The four-second transparency-making machine has opened up many new horizons for the improvement of instruction. Many companies are now selling kits of visuals printed on paper which are coordinated with textbooks and courses of instruction. Each diagram or visual can be converted to an effective slide for projection on the overhead projector in a few seconds by an unskilled operator. In my judgment, the overhead projector has tremendous potential for the improvement of instruction. Every classroom should be so-equipped.

The emerging "knowledge industry" is attracting giants like Xerox, RCA, GE, 3M, and others to prepare "software" for the new technical aids for learning. If we as teachers work with this revolution, we can be assured of quality materials.

5. Do Your Assignments Touch All of Your Objectives?

In one of the TV College courses, a teacher had a very well-worked out set of objectives. The objectives included information, understandings, and skills. He was asked how a term paper due at the end of the term would serve to advance students toward the stated objectives. He replied at first that this assignment is honored by tradition in the best schools. When he returned to his objectives, he began to seriously question how the term paper could provide maximum progress.

The teacher worked out a series of five assignments, so-planned to provide a ladder of growth in information, understanding, and skill development. The fifth assignment became one of research in primary journals which was now within the ability of the student to achieve. This ladder of experience from steps 1 to 5 became a significant improvement over the traumatic experience of a term paper--which is usually deferred until the end of the term and developed on a crash program over a weekend.

6. Do Your Evaluation Devices Touch All of Your Goals?

A very able teacher was working with an evaluation consultant on our faculty at Chicago City College. He brought in for analysis a draft of a 100-item objective examination. He was asked to code the 100 items in accord with his five principle objectives. He was astonished to learn that about sixty of the items were on the information objective, fewer items on each of three others, and no items on the fifth objective. He proceeded to develop new questions, and he returned a week or two later with a far better balanced examination--one which was likely to be more reliable and valid. This same principle of analysis of evaluation devices and materials in terms of course objectives can provide means for improvement, even for those who insist on essay-type examinations.

A little pamphlet by Max Engelhart entitled, Writing Better Examinations, can be helpful.

7. Do You 'Spill the Beans' and Kill the Fun of Learning?

I was in a very well-equipped science laboratory, observing a demonstration experiment. The students were taking data on a very well-structured experiment. I was pleased to see students gathering data on a significant experiment and to note that they were to have time to plot the data and make an interpretation. The teacher then walked up to the blackboard and said, "Now if you go home and work out the data for Situation A, you will get a graph that looks like this. . . For Situation B, you will get a curve that goes like that. . . And the reasons are as follows. . ." Suddenly, all the drama of learning was torn out of the experience.

Across the corridor twenty-five students were gathered around four beakers of chemicals. The teacher asked questions of his students: "Mary, what do you think is going on in there?" "John, what do you think is going on?" "If we take three drops of this and put it in, what do you think will happen?" "Let's try it." "What do you think happened?"

Here the experiment had the mystery of discovery. Students were probing the elements like the original investigator might have done. Here learning was fun.

8. Do You Answer Too Many Questions? Ask Too Few?

Ten or twelve years ago when televised instruction began, one of the principle objections raised by teachers and others was that students could not ask the questions. The Ford Foundation was investing some fifty million dollars of seed money to encourage innovations in uses of televised instruction.

The Foundation commissioned an eminent writer with an interest in education but no professional ties to the educational establishment to spend a year visiting the campuses of the country to sit in classrooms, talk to students, watch teaching procedures, and ask the question: "How necessary to learning is the student's right to ask and to have questions answered during the class session or lecture?" He concluded that all too often we answer too many questions during the class period and rob the student of the experience that should be his to reflect on his own questions and come to his own conclusions. The investigator asked students to list their questions as they arose during the lecture. At the close of the lecture, the question lists were relatively long. The writer-investigator presented the lists to the same students at the next lecture and asked them to note those which remained unanswered. The lists became very short, in part because the students had answered the questions themselves and had moved on in the learning process. Obviously, there are vital learning situations which require dialogue in which the teacher plays the role of resource person as well as poser of questions. It may be that we can make our lecture situations more effective if we allow students to ask some of their questions of themselves and if we ask good questions to evoke thought.

9. Do You Test the Effectiveness of Your Learning Situations and Materials?

A social science faculty became interested in having students of social science gather information and understanding about great social questions through dramatic presentations produced and staged by the drama department. For a unit on the emerging role of women, the faculties of social science and drama agreed on Ibsen's "Doll House" as a learning vehicle. The play was presented--well done and well timed. Surely, this was learning at its best. The social science teachers began to evaluate the learning outcomes. They were disappointed to find that students did not achieve the desired outcomes. They concluded that the new learning situation required a great deal more prior preparation of students in order that they could more effectively view the drama as a social science experience. Without testing, a strikingly new approach to learning may have been accepted as effective or it may not have been adapted by revision of technique of utilization.

10. Have You Discovered the Power of the Student as a Self-Directed Learner?

In Europe the center of gravity for higher education is on the student. In America at the junior college level, the center of gravity remains on the teacher. When we move the center of gravity from the teacher to the student, we are usually astonished at how much fun the student has, how well he moves at his own pace, and how effective he becomes as a self-directed learner. The creative teacher can do much to move responsibility for learning on the student.

A prime example is found in the little book, Hooked on Books, by Daniel Fader. At the Maxie Boys Training School for Michigan delinquents, Fader and his colleagues found that by allowing these boys to stumble over good books in the dayroom, they developed a desire to read and to learn and to discover ideas to help them help themselves.

Other examples abound. The audio laboratory for foreign language, secretarial skills and other subjects can individualize learning for as little as $5,000 if mobile electronic equipment is used. A secretarial classroom can become a tape-fed dictation laboratory for under $2,500. Cost is no longer a factor. The equipment available is simple to operate, high fidelity in response, and flexible in application. The electronic classroom can bring us to the ideal of every student learning skills at his own rate. The teacher can be free to monitor learning, to give individual assistance, to evaluate the recorded learning materials. The slow learner can keep up with his colleagues by using the laboratory longer hours until mastery of each lesson is achieved.

The audio-tutorial method pioneered by Dr. Postlewaite of Purdue can enable the student to become a self-directed laboratory learner. The teacher is free to serve as resource person, to evaluate progress, and to evaluate the recorded learning material by observation of student progress.

We are using this method successfully at Rock Valley College in biology. The principal innovator in the junior college field is Oakland Community College in Michigan where the audio-tutorial method is being applied in the entire curriculum. The method is being used to expand technology offerings rapidly without traditional commitments for faculty and laboratory facilities.

The programmed textbook is certainly here to stay. English 2600 by Harcourt-Brace pioneered the self-teaching of English form and grammar. Better books are now available. The Center for Programmed Learning in New York City directed by Dr. Komaski can provide directories of currently available materials. Delta College in Michigan has now had years of experience with a center for programmed learning to assist community college students overcome deficiencies by self-directed learning. This may be one of the most effective ways for an open-door community college to meet its commitment to provide educational opportunity to all those who wish to learn.

11. Have You Considered Enriching the Experience of High-Achieving and Low-Achieving Students in a Tutorial Program?

We at Rock Valley College are selecting high-achieving students under federally-supported Economic Opportunity Work-Study Grants to serve as tutors for low-achieving students. This program has made it possible for some low achievers to avoid dropout and it has made large-class instruction more effective. We are pleased with the value to the tutors and to those tutored. Some of the tutors have developed an interest in teaching in the junior college as a career.

12. Do You Assist in the Selection and Utilization of Media and Materials in the Learning Materials Center?

Effective learning requires ample and relevant learning materials. The learning materials center concept won't work unless we as faculty members broaden our concepts to include the whole range of learning materials. We must work with our librarians to obtain these materials and find ways to have them utilized to enrich the experience of our students. This is a clear obligation of faculty members. Administrators can ask for it, librarians can plead for it, but only teachers can do it.

13. Do You Continue Professional Growth Through Study, Professional Conferences, and Visitation of Other Colleges?

It can be a valuable experience to visit other campuses, talk to other faculty, study their methods and materials. Attendance at professional conferences can keep us close to the growing edge of ideas. This is a significant way to acquire new ideas and to move forward in instruction.

14. Are You Adapting New Ideas in Your Field of Scholarship to Improve Your Teaching?

English faculties on at least two campuses of the Chicago City College have made significant strides in the use of structural linguistics as a new approach to teaching English to under-achieving students from under-privileged backgrounds. After twelve years of instruction in formal English with little understanding, these students have a conditioned response to "dive under the desk" everytime a teacher mentions the words "preposition" or "adjective." The English teacher can sweep away all of these terms and approach communication in more functional terms.

The National Committees on Mathematics, Biology and Chemistry are giving leadership in the rapid enrichment of courses at all levels. High schools are now graduating seniors with mathematics and science competence formerly associated with the college level. We must keep in touch with these national developments and keep our junior college course work in tune with the changing times.

15. Is Your Faculty in Dialogue Across Lines of Subject Discipline? Do Students Participate?

There was intellectual excitement at the University of Chicago in the 1930's. The so-called "New Plan" provided for interdisciplinary general courses in the first two years of general education. Great scholars who had written some of the primary works of the day were working together as groups on general courses. Many times they told their classes that they were more learners than teachers as they related their own to larger fields. We should provide opportunities to students and faculty for inter-disciplinary dialogue by seminars, guest speakers, and other techniques. This kind of stimulation can help to keep teaching vital and relevant.

16. Have You Requested Grants for Innovation, Experimentation and Research in Teaching?

Dr. Baber has treated the subject very well. Let me add two references. The Russell Sage Foundation publishes a substantial volume cataloguing all of the foundations in America and their fields of interest. The Esso Foundation has a special interest in educational innovations at the junior college level. A helpful report of a 1963 conference on The Foundation and the Junior College is available through the American Association of Junior Colleges. There are federal grants for innovations in education.

When the opportunity to prepare proposals is extended to all faculty members, much more creativity will be unleashed than may be funded. Institutional funds can also be committed for worthy projects which will improve teaching or counseling or other services. If the community and junior colleges of America are to reach their full potential, we need to encourage creativity and find funds to offer released time for teachers and to support other costs of innovation and research. We should explore sources of foundations, governmental and institutional funds to encourage these efforts to improve instruction.

17. Do Your Senior Teachers Work Closely with Colleagues New to the Profession to Help Them Improve Instruction?

New graduates with Masters degrees can be placed in association with experienced teachers of demonstrated competence. This team approach can afford rapid improvement in the quality of teaching of the new teacher and intellectual stimulation to the experienced teacher.

18. Do You Learn from Part-time Lecturers with Special Competence as Practitioners in Occupational Curriculum Areas?

A community college can recruit faculty members in occupational areas such as business, health science and technology from the corps of local practitioners in these fields to serve as part-time lecturers, day or evening. For the most part, these people have academic qualifications and a wealth of experience on which to draw. Some of them with a long latent interest in teaching can be persuaded to become full-time teachers. All of them have something to contribute to the life of the college. It is also wholesome to have faculty members take positions in industry during recess periods and to serve as coordinators between campus and community in order that the campus can be enriched by contacts between town and gown.

19. Do You Welcome the Exchange of Ideas with Lay Advisory Committees for Occupational Curricula?

Lay advisory committees can do much to improve instruction by helping to fit curricula to community needs. We at Rock Valley have been pleased by the number of good ideas which have come from these groups without compromise of our own controls of the educational process and curriculum building. These committees have helped us develop curricula, identify potential faculty members or lecturers in technical fields, and above all, recruit students and assure them of places of employment after graduation.

Out of this work with advisory committees has come our Career Advancement Program, a work-study program which places our college in partnership with 41 major companies in the recruitment and education of students in seven technical and business curricula and our Mid-Management Marketing Program which is a partnership with 26 firms in retailing, advertising and other fields of marketing.

Perhaps one or more of these nineteen questions added to the presentation of my colleagues on the panel, can arouse reactions from the seminar groups in the four telelecture centers. Thank you.

Dr. Lichty (Moderator):

"Thank you, gentlemen, for your presentation. Before we reassemble for the question-answer period, I would like to make this announcement and request. After our next and final seminar, which will be held two weeks from tonight, we would like to have each one of you evaluate what you have learned or what you have heard in these seminars and hand it to the administrators of your colleges who then will forward it on to us. We hope to continue the seminars another year in one form or another, and we would like to have your comments. We would like to know what you think has been the value of these seminars. Have they been worthwhile to you? You are the people most qualified to make this evaluation. We are going to ask the administrator from each of the four colleges to give us a summary evaluation from his group. Will you please communicate with your administrator, so that he can compile your opinions. We will use the evaluation statements as a guide in setting up our seminars for next year."

Transcript of Questions and Answers

(Q) (From Sauk Valley)

"How can colleges obtain and use video equipment?"

(A) (Dr. Erickson) There are two aspects to this question. On the video tape system closed circuit, I think that the equipment is now easy to use. It is almost as easy as the sound tape recorder and the cost for 1/2 inch tape is now reasonable. I think we should all be getting this kind of equipment. We have had some on our campus experimentally or on a trial basis and we are about to purchase two systems. We have federal grants to help us buy these and we will have them very soon. Our faculty people are showing enthusiasm in a number of departments for exploring the potential of this medium.

As for idal access reappraisal, I think here again we ought to provide this kind of opportunity for students to listen (and to see and listen if we are using video and audio combinations). However, I would suggest caution in this regard. I would hope that we would not commit ourselves to dial access as the only opportunity for the student to have individualized learning experience. I'd like to see a combined dial access with 50 or 90 or 200 tape decks. Combine that with free access on the part of the students to the thousands of recordings and tapes in our library so that he may choose those on a free basis, place them on a recording play-back machine, and then play that one movement over and over again. He could do this with his own movement of the tone arm in order that he may have a personalized learning experience. I think we should be going both routes, free selection on the part of the student and dial access to the lessons of the week, or the listening experiences of the week.

(Q) (From Joliet)

"When will the junior college staffs be relieved of heavy teaching loads so that they can puruse research?"

(A) (Dr. Baber) I suppose that the answer is when enough junior college teachers become convinced that their participation in some kinds of research activities is essential to the improvement and maintenance of quality instruction, so that they in turn can convince their administrators and boards that they should have released time for research. Recognition of the need for some balance between teaching and research is occuring on some campuses now. You might initiate some study-discussion sessions on your own campus as to kinds of research efforts which seem most desirable, and perhaps bring in a consultant from a University to help you develop your policies and proposals.

(Q) (From Sauk Valley)

"Who should take the leadership initiating institutional research and how should this be done?"

(A) (Dr. Baber) Institutional research is a term which usually refers to intra-institutional studies and surveys. Such studies or compilations of data often serve as a basis for decisions within the institution relating to organization, operational policy, and educational procedures. There is, of course, some overlapping between institutional research in this context, and the kinds of research projects we have been discussing tonight, which relate to individual and group efforts to improve instructional content and methodology. In any case, the initiative should stem from the individual faculty member who best knows what should be done and how to do it. By applying for money from Federal and other sponsoring agencies, it is often possible to release comparable amounts of institutional money for employment of additional instructors, so the researcher may have some released time to conduct his investigation.

(Q) (From Joliet)

"How can a faculty be involved in educational policy determination when the faculty is avoided by the administration?"

(A) (Dr. Peterson) Well, I am inclined to say that such faculty involvement should be promoted through the faculty organization. I believe that in every institution there is some sort of faculty senate, faculty council, or other organization of this type. If, actually, the administration is avoiding the faculty, the administration is going to be long gone and the faculty is still going to be here. In modern administration, you just don't ignore the faculty. If it isn't done through a formal faculty organization, it will be done through an informal organization, coffee klatches, and other groups of faculty that get together. I think the starting point is that if you have reasonable people dealing with reasonable people, then somehow you get a dialogue started.

(Q) (From Illinois Valley)

"Do you envision an increase in the course offering that will be junior college oriented by the four year schools?"

(A) (Dr. Peterson) The answer is very simple. I very definitely do.

(Q) (From Joliet)

"Will you comment on areas of institutional research currently needed?"

(A) (Dr. Erickson) There is a rather easy answer to this question because ERIC (the Educational Resources Information Center) has recently published (within the last two or three weeks) a long list of topics on current research needed on the junior college. However, I would like to build upon what my colleagues have said here tonight and say that I believe there is a great frontier of research in the junior college in the field of instruction that relates to what I called awhile ago the movement of the center of gravity from the teacher to the student. I think we have to break out of the little box of one teacher to 30 students in a classroom fifteen hours a week. I think that we have to find ways to be creative teachers, and to develop learning materials, and to allow students to use these materials on a self-learning basis through the audio-tutorial lab and through the learning resource center. I think we might actually reduce teaching loads significantly and use the balance of time for creative work.

(Q) (From Sauk Valley)

"What are the things an instructor should do to be an outstanding teacher? If he does these things, may we assume that he is going to be the most important person on campus? Is there something the total instructional faculty can do to make the instructors the most important person on campus?"

(A) (Dr. Peterson) That is not an easy question to answer. I am inclined to go to the latter and say that there are some things that the total instructional staff can do to bring about this evaluation of the position of the instructor. I think it starts by the simple matter of every instructor striving for the highest degree of excellence that he personally can. Beyond that, I think that there are many things that can be done through a staff organization. Again, I refer to a council or a senate working with the administrative staff. Now, specifically, I think those things would develop in individual institutions, but I am inclined to think that there is definitely a way the staff should and could work together to bring this about. I will say the starting point is for individual excellence on the part of each staff member.

Eldon, Permit me one other word on this other question regarding an increased number of courses on junior college teaching. I just looked at a brochure for this coming summer at Southern Illinois University. It is very remarkable, to me, that there were two or three different kinds of workshops and clinics, and another three or four specific courses aimed right at junior college instructors. I think this is definitely the pattern we are going to follow in all of our state schools.

(Q) (From Illinois Valley)

"What will be the student's role in the evaluation of teaching or teachers?"

(A) (Dr. Erickson) I have had an opportunity to speak on this subject in New England, and I was astonished to find, as I met with discussion groups, that in New England and in other parts of the east, including Pennsylvania and New York, there is a great deal more teacher evaluation by students than in the Midwest. The faculty people cooperate with one another and with the student body to distribute evaluation forms. The teacher has a chance to summarize them for himself and then has an opportunity to discuss them at will with other department members. Dr. Baber told me that there is some of this being done in the four year colleges in this area. I'll ask Dr. Baber to elaborate.

(Dr. Baber) Yes, I think there is a growing emphasis upon student evaluation of collegiate instruction, mainly through the use of different kinds of instructor rating scales and opinionaires. The students rate the instructor and the course with respect to such things as, are the objectives clarified by the instructor? Is the course well organized? Are the reference materials adequate? Are the assignments clear? Does the instructor have the ability to arouse interest? Is he fair in his dealings with students? Most of the studies that have been conducted in this field indicate that by and large student evaluation compares very favorably with other methods of evaluation. It is quite valid (assuming adequate sampling) as compared with professional evaluation of effectiveness of instruction. We have to be careful how we use student evaluation and not rely upon it entirely, but it has a very useful place in the total scheme of things. Dr. Peterson, would you agree?

(Dr. Peterson) Yes, I would agree, and I don't have a great deal to add. I personally use student evaluation in my own classes, and I have used it for a long time. I did use the procedure of sending the results around to certain administrative staff members, but I found that they didn't make use of them, so I don't do that anymore. I find that it is of real value to me and I very much believe in it.

(Q) (From Joliet)

"What does research say about what to teach, how to teach and when to teach?"

(A) (Dr. Baber) Investigation in the field of what to teach often refers to the explosion of knowledge, which makes it impossible to teach anywhere near all of any one subject field anymore. So, choices have to be made, particularly with respect to emphasis upon teaching of concepts and principles, even at the expense of omitting some factual information sometimes. Basic facts are, of course, essential and professional judgment as to their selection and use is the important factor here. What to teach is a continuing problem in every field and a great deal more research needs to be done.

How to teach, of course, refers to the various methodologies involved, ranging all the way from the lecture method through laboratory techniques, role-playing, and on to discussion techniques. Dr. Erickson mentioned the case study method and audio visual approaches, as being helpful. No one method is uniformly best. In various kinds of settings and with different sorts of students, it's important that we do more research and experimentation. When to teach is perhaps a little more unique in that some studies indicate that the normal school day is not necessarily the best time to teach. Also the school building is not always the best place for certain kinds of learning. This is an interesting field, and I believe junior colleges are doing better than other institutions in adapting to modern societal needs and situations.

(Q) (From Sauk Valley)

"In what way do you feel the teaching load or contact hours can effect the quality of instruction? What do you feel is the ideal teaching load?"

(A) (Dr. Erickson) I'm going to take the Fifth amendment. I want to take this question as a way of touching on one more thing in the way of a learning resource that we might have overlooked. We are having an interesting experiment at Rock Valley in using the more able sophomore students to tutor the less able freshmen students. We have a program, funded under a work-study grant from the Office of Economic Opportunity, in which bright sophomores, who have already taken the freshmen courses, tutor students who are stumbling. One of our departments, I think it is the Mathematics Department, has actually experimented with larger class sizes, with 75-80 students in a course in remedial math. The teacher's work with 75 students is supplemented by tutorial one-to-one instruction, using the student tutors. I think this is an example of the kind of creative solution that we can derive to approach some of the problems of providing instruction for larger numbers of students with our faculty. Now if we can have a class of 70 in a given subject, we could then allow that teacher to use some of his time for creative work outside the classroom. With a reduced teaching load and less class contact hours, we can still maintain the quality of instruction through the tutorial approach.

(Q) (From Illinois Valley)

"What sort of reference material exists for help in putting educational objectives into practice?"

(A) (Dr. Erickson) I can't think of a better thing for you to look at than Mager's book entitled Preparing Instructional Objectives. I think it is the best thing in the field and I think it is the kind of book that is worthy of distribution to an entire faculty.

(Q) (From Joliet)

"Do you think it likely that a single class load formula will be devised which will facilitate assigning teacher loads?"

(A) (Dr. Peterson) I want to defer this question to President Erickson. I think he is more qualified to answer that than I am.

(Dr. Erickson) I think I'd better stop speaking on this subject. I'm getting myself in too much hot water. I'm giving some hypothetical solutions. We are more traditional at Rock Valley than some of the other colleges here, and I'm speaking in somewhat of an idealistic vein in saying that we must be doing research on this down the line and exploring some of these ideas. I don't have a pat answer to this. I only ask that we be creative, look ahead, and try to find new ways to do the job. Yes, I think there must be some flexibility. College teachers' assignments vary so much in the kinds of things they are asked to do, it is pretty hard to lay down a hard and fast rule. Let me ask Dr. Lichty if he would have a comment, perhaps from the university standpoint on this.

(Dr. Lichty) The Moderator is not supposed to say anything on these panels, but I can't help saying something here. I don't think we should put the administration on the spot and say that all teachers have to teach the same load. I don't believe that teaching is the total job of the teacher. I feel that there are other things that a teacher does that are equally important. No, I shouldn't say it that way. There are other duties that are important, too, along with teaching. So, if one teacher carries a lighter load than another, it shouldn't be a subject of comment among the faculty. Eventually, schedules will iron themselves out. I'm sure the administration is equally as anxious to seek good instruction in the junior college as the teachers themselves are; and I'm sure any good administrator is going to equalize the load as far as it is possible to do so. But there are differences in teachers. There are some teachers who can teach fifteen hours better than other teachers can teach 12 or ten. Because of those differences and because of other duties that may be assigned to teachers, I don't think we can expect teachers to carry the same load all the way through a junior college. I think it's possible that one teacher can be earning his or her money be teaching ten hours, and I think another teacher may be earning his or her money in teaching sixteen. So, I'm not sure we ought to try to put it into a formula. I'm not sure we ought to try to standarize it and say that all teachers teach the same number of clock hours or the same number of semester hours in a week.

(Q) (From Illinois Valley)

"Where is the research proposal initiated?"

(A) (Dr. Baber) As mentioned a few minutes ago, I hope the research proposals will be initiated by individual faculty members, or by a group of college teachers who have a common interest. By being initiated, I mean that these are the people who have the ideas and who know what they want to do and what needs to be done. When they are not experienced in developing and writing up a proposal, they can sometimes get help in their own college. In many colleges persons are now being assigned who have major responsibility in advising faculty members about these matters. If they wish to turn to the University, we have persons on each of our campuses who can give help in the writing of proposals. But unless it has its roots with a faculty member, and it goes back to him for his action, it's not apt to be well founded.

(Q) (From Illinois Central)

"Since the individual colleges have received state reimbursement based on student's credit hours, should some effort be made to seek state reimbursement for staff research projects?"

(A) (Dr. Baber) I would hope that the state legislators and others concerned would consider the value of research as it relates to instruction, and that increased appropriations from our state body would soon support more research and development activity. Beyond that we can, of course, turn to other sources of funding.

(Q) (From Sauk Valley)

"Do you feel that ranking of teachers is in the framework of the philosophy of the junior college?"

(A) (Dr. Peterson) I presume this means academic or professorial ranking. Not having taught in a junior college, I believe that if I were teaching in one, I would want academic ranking, assuming that the qualifications for the various academic ranks are spelled out clearly, assuming it is for a purpose other than emulating the four year institutions, and assuming it as a means of bringing about higher competency. I think I would want it, but I'm sure this is a controversial question.

(Q) (From Illinois Central)

"Could we or should we develop measuring devices which would find the instructors who are most competent? Are there really such devices available now?"

(A) (Dr. Peterson) Yes, we should endeavor to develop these devices. There are various kinds of rating scales available now. Dr. Baber has mentioned one we have used at Western, the Purdue rating scale for teachers. I definitely think this rating should be done. I'm a firm believer in a type of merit rating directly related to salary increments. I think that we should not only develop devices, but that we ought to develop people who know and can recognize good teaching when they see it. They would also have to convince staff members that they can recognize good teaching.

(Q) (From Sauk Valley)

"How can instructors be encouraged to produce their own research with the other time consuming responsibilities that they have?"

(A) (Dr. Erickson) That is not easy. A device that can be used is released time for preparation of program materials and audio tutorial programs. This released time can take place during the school year or it can be released time during the summer. When the student is put into a self-tutoring kind of arrangement, the teacher has a somewhat reduced burden in the classroom. You should make a very careful analysis at the departmental level, to make sure that judgments are fair to all concerned. Dr. Baber may also have some thoughts on this question.

(Dr. Baber) Instructors should be encouraged to engage in research and development activities relating to their own instructional interests. This is what keeps instruction viable, current and relevant. Professional recognition of the value of these kinds of efforts will help to encourage larger participation. If a faculty member has a good idea for a research project and is successful in securing outside funding to support his investigation or experimentation, he brings fresh money into the institution. This money can be used to employ a part-time replacement teacher and thus provide released time for the regular faculty member to conduct his research. There are many opportunities today for college teachers to engage in this sort of enterprise, which often results in professional advancement for the individual and improved educational offerings in his college.

(Dr. Erickson) Dr. Baber's comment jogged my memory on my experience in television. If TV taped courses or lessons, for example, are worthwhile, and I think they are, they can be used for releasing teachers to do research. In Chicago we invested, in terms of teacher time and dollars, seven times as much in a television course as we did in a classroom course. But then the televised course could be used over again with the supervision of the teacher and with the privilege of his refurbishing the materials that needed up-dating. By the miracle of television, we could extend the use of that teaching material to many hundreds and thousands of students, and recover the seven times the classroom cost investment that we had in the beginning. The outcome was the total instructional cost ultimately falling below conventional instruction. So we had high-cost preparation which became low-cost instruction and of high quality.

(Q) (From Illinois Central)

"In the evaluation of faculty, what role should the student take?"

(A) (Dr. Peterson) That question has already been discussed, but additional comment can be made. I think there was general agreement among the panelists here that the students have a part to play in the evaluation of staff and that student evaluations are, however, only one part of the total evaluation process. Administrative staff and peers should also be included, as well as self-evaluation. Dr. Baber has pointed out that studies by Riley and others show that ratings given college teachers by their students tend to be consistent with those done by experienced observers, and the quality of work that the student does in the course does not significantly affect the rating he gives his instructor.

> (E.A. Lichty) "I want to thank you for your questions. The question and answer period is a vital part of these seminars and I think that your questions have all been well taken and they have put our panelists on the spot. I also want to thank our panelists. I think they have done an excellent job for us. We look forward to seeing you again two weeks from tonight, when we will be at Sauk Valley. To you, one and all, goodnight."

FOURTH SEMINAR

TOPIC: Student Personnel Services

Sauk Valley College
Dixon, Illinois
May 8, 1968

Introduction: Elden A. Lichty, Professor of Education
Illinois State University

As moderator for the series of inservice faculty seminars, may I welcome you to this fourth and final meeting of the series, which is being brought to you "live" on the campus of Sauk Valley College in Dixon, and via telephone conference call on the other three campuses in Joliet, LaSalle, and Peoria.

Tonight we have a panel of experts who will discuss with you the topic: "Student Personnel Services in the Junior College." The first speaker will be Mr. Al Wisgoski, Director of Student Personnel Services at Illinois Valley Community College. Mr. Wisgoski is almost Dr. Wisgoski; he is to finish his doctoral program within a few weeks, so it would be almost in order to call him doctor at this time. The second speaker is Dr. David L. Livers, Associate Professor of Psychology at Illinois State University, who is currently acting as Head of our Counseling Services and is well versed in this field of student personnel work. Our third speaker is Dr. Farmer L. Ewing, Director of the Department of Higher Education, State Office of Public Instruction, and also Professor of School Administration at Southern Illinois University. Dr. Ewing has had years of experience as an administrator in the public schools, and, in his services in the State Department of Education, he has come in close contact with the junior colleges. He is well versed in the junior college program. I'm sure we have a panel that will be of interest to you tonight.

CHARACTERISTICS OF JUNIOR COLLEGE STUDENTS:

IMPLICATIONS FOR FACULTY AND STUDENT PERSONNEL SPECIALISTS

Sauk Valley College
May 8, 1968
Al Wisgoski

The community junior college in Illinois is entering what may well be the most critical period in its development. The master plan of higher education has delegated to the junior college the responsibility for offering educational opportunities to all students capable of profiting from post high school education. Educators generally agree that the community junior college cannot fulfill its responsibility without a clear and factual understanding of its students. This understanding, however, is not easily achieved. The diversity of programs offered in the junior college attracts students of such vastly different characteristics that it is difficult to portray a composite picture of the junior college student.

With those prefacing remarks, let us attempt to identify the characteristics of junior college students and to consider the implications these characteristics have for instructors and student personnel staff.

The junior college student represents the full range of characteristics of the American college student. He may be qualified in every respect to attend the most selective of universities, or he may be a student whose only chance of academic survival rests on an intensive developmental reading course offered by the junior college (2:32). Studies of the characteristics which distinguish students in junior colleges from students in four-year colleges have been undertaken by Medsker, Knoell, Tillery, Berg, et. al. What are these characteristics?

Probably no characteristic of junior college students has been studied more thoroughly than academic aptitude. The available facts indicate that the average academic aptitude level of students entering two-year colleges is somewhat below that of those who enter four-year colleges. Using a standardized aptitude test, Medsker found the difference to be fourteen points. Another investigator found that the median score for junior college freshmen is near the twenty-fifth percentile for four-year college freshmen (8:75). When junior college students are considered in the aggregate, the range of aptitudes is much greater than that which prevails among students in four-year colleges and universities. The student bodies of many junior colleges include students having composite scores on standardized examinations, such as the A.C.T., ranging from the first percentile through the ninety-nineth percentile.

Junior colleges appear to draw somewhat heavily from the middle range of ability and somewhat less from the upper ability level. Nevertheless, it should be noted that some students attending junior colleges are as academically able as students in the typical four-year colleges; they constitute, however, a smaller proportion of the total group. It should be further noted that the academic ability of students entering junior colleges varies from one junior college to another. Institutional studies are, therefore, imperative.

The range of abilities found among junior college students should not be surprising. The open-door policy, a distinguishing feature of the community junior college, extends an invitation to attend to all students who can benefit from any program the junior college offers.

Educators in the state of Illinois are now being legally compelled to establish comprehensive community colleges capable of accomodating the entire spectrum of student abilities. The Public Junior College Act specifically states: "The Class I junior college districts should admit all students qualified to complete any one of their programs, including general education, transfer, occupational, technical, and terminal, as long as space for effective instruction is available." In fact, a student need not have graduated from high school to be eligible to attend junior college under the provisions of the Junior College Act. It is interesting to note that in a sample of fourteen thousand students enrolled in public junior colleges, six percent of these students were found to be non-high school graduates.

The open-door policy is so frequently misunderstood that it seems advisable to express a note of caution. The open-door policy does not imply that any high school graduate or any student 18 years of age or older may enter the junior college and enroll in any program he chooses. The Public Junior College Act states: "After entry, the college shall counsel and distribute the students among its programs according to their interests and abilities. Students allowed entry in college transfer programs must have ability and competence similar to that possessed by students admitted to state universities for similar programs. Entry level competence to such transfer programs may be achieved through successful completion of other preparatory courses offered by the college" (5).

The diversity of aptitudes found among junior college students is not likely to diminish. It may increase. The junior college is increasingly absorbing the multitude of lower division students that four-year colleges and universities are turning away. Dr. Charles Collins, addressing a seminar of junior college student personnel workers held at Los Angeles State College in 1965, reported that the University of California enrolls as freshmen only those students graduating in the upper twelve percent of their high school class. The other state colleges in California accept students graduating in the upper thirty-three percent. All other students are directed to attend junior colleges. There appears to be mounting evidence that Illinois is moving in a similar direction. Consequently, the number of students of above average aptitude attending junior colleges will increase. On the other hand, as the goal of universal education beyond high school becomes a reality, junior colleges will be expected to provide experiences appropriate for an increasing number of students of marginal collegiate ability.

Next, let us consider the socio-economic background of junior college students. The socio-economic levels from which junior college students come vary, of course, with the type of junior college and, perhaps, with the physical location of the college. Private junior colleges charging high tuition can be expected to attract students from higher levels than those attending most public junior colleges. Public junior colleges being primarily local and inexpensive to attend, draw heavily from the lower half of the socio-economic distribution.

Studies by Havighurst, Clark, et. al. generally found that public junior colleges as a group draw no more than five percent from the higher social classes and that their main enrollment comes from the middle and lower classes. Dr. William Ogilvie, Coordinator of Community College Services at Northern Illinois University, offered this analysis of the socio-economic background of junior college students. He said: "Forty-five percent of the junior college students are from upper blue collar families; seventeen percent are from unskilled; twenty-three percent are from white collar families; and the remainder are from proprietary, managerial, and professional backgrounds."

Other studies have shown that the socio-economic status of junior college students tends to approximate the socio-economic pattern of the area being served by the junior college.

Closely related to the socio-economic background of junior college students is the fact that a large number are employed part time. Figures reported in the latest edition of the American Junior Colleges reveal that over forty percent of the students in public junior colleges earn part or all of the money for their expenses while attending junior college (3).

Several inferences can be readily drawn from these studies. One, although the majority of the junior college students come from the middle and lower classes, there are students from every social level attending junior college. A second major inference is that a large number of students attend junior college because they are financially unable to attend any other college.

Further insight into the nature of community college students can be gained by examining the reasons students offer for having chosen the community college over other types of institutions. The reasons most frequently offered are low cost, closeness to home, and opportunity for employment while attending college. Available studies indicate that seventy percent of the students give one or more of these reasons of convenience, rather than reasons relating to college reputation, climate or atmosphere of the institution, or other factors associated with the educational program (7 & 10).

The high correlation between social class and college attendance and academic success is generally recognized. Students in lower class homes are not as strongly encouraged to attend college and frequently lack the motivation to succeed in college (4). Dorothy Knoell has said: "The economic plight of the junior college students appears . . . in their initial decision to attend a junior college, in their employment while in college, in their financial problems after transfer, and in their attrition." (6:7)

Thus, a great burden is placed on the junior college to motivate students from lower social groups to continue in college and to perform at an acceptable academic level. The problem for the counselor as well as for the instructor is to devise means by which students experience satisfaction in the process of education and develop an intrinsic interest in learning. This is an attitudinal factor. Since attitudes are learned it should be possible to devise individual and group techniques that will lead to an appreciation of the process of learning.

While on the subject of motivation, mention should be made of the problem of the students deficient in the basic skills. In the open-door public junior college approximately one third of the students are deficient in reading, composition, and mathematics (2:33). And, it is reasonable to assume that the number of students needing remediation in the foundation skills will increase with the influx of lower ability students. There is mounting evidence that these students are salvable. Again counselors and instructors in the developmental subjects must devise means of injecting hope until the student begins to experience a measure of success.

It remains a tragic fact that too many junior college students experience academic failure when it is not a question of intellectual ability but a question of unrealistic aspirations, indecision, and poor social adjustment. Many studies have shown that a majority of the college freshmen in all ranges of ability and prior achievement express their intention to work for a baccalaureate degree. Seventy-five percent of all students enrolled in public junior colleges label themselves as transfer students but only one third actually enroll in senior colleges and universities. These figures raise some doubt as to the effectiveness of vocational guidance in the junior college. If the counselor-student ratio continues to be one to four or five hundred, however, the junior college can do little more than give lip service to vocational guidance.

Junior college students are generally less certain of themselves and of the direction in which they wish to proceed, and are more likely to have study problems than their counterparts in four-year colleges and universities. One investigator found that more than fifty percent of the junior college students have study problems (9:329-332).

Generally speaking, junior college students do not differ significantly in age, sex distribution, or marital status from students attending four-year colleges and universities. As in all colleges, male students outnumber female students in junior colleges despite the fact that the high school performance of the women is better than of the men. Approximately half of the junior college students are under 20 years of age, i.e., at about the usual age-grade level, twenty percent are between twenty and twenty-two, and about sixteen percent are over thirty. One study reported that there has been an increase in the proportion of older students enrolled in public junior colleges.

The percentage of married students attending junior college varies substantially from college to college, but it appears that nearly twenty-five percent of the students attending junior colleges are married (8:43-46).

All too little is known about interests, values, and other personality characteristics of junior college students. The few studies which have been undertaken seem to indicate that junior college students score significantly lower than their university peers on social maturity scales and are more conventional and less independent than students of comparable ability who entered the university as freshmen (10).

The number of inferences which can be drawn concerning the implications of student characteristics for faculty and student personnel specialists are almost unlimited. In most instances the implications are self-evident. For example, it should be obvious that given the heterogeneity of its student body and its multiple purposes, the viability of the junior college rests on its ability and its willingness (and I would stress the latter) to consider students as individuals and to provide each one the maximum opportunity for growth.

Some of the possible meanings which the nature of junior college student bodies have for instructors and student-personnel specialists may be summarized as follows:

1. Student personnel workers have a responsibility to help students set appropriate goals and develop adequate motivation. Vocational Guidance must be stressed.

2. As junior colleges increase in size, it will be increasingly difficult for them to retain their image as an institution which cares about its individual students. Therefore, counselors and instructors must work cooperatively to personalize education.

3. Counselors need to work with faculty and staff in curricular development. Those responsible for curricular development must remain keenly aware of their responsibility to implement the goal of universal educational opportunity in the 13th and 14th grades by providing programs in which students with varying abilities and interests can succeed. It seems immoral to admit students for whom the junior college has no appropriate program or to admit students and then force them into programs in which their chances of success are minimal at best. Programs designed to provide occupational outlets for students of average ability should be further explored.

4. More attention should be given to the needs of the part-time employed students.

5. Counselors must remain knowledgeable about the rapidly changing world of work.

6. Junior college student personnel workers and instructors must have a strong committment to the junior college, to its mission, and to the means which will be employed to achieve its goals. Counselors must work cooperatively with faculty and staff in the achievement of common objectives.

I should like to conclude by saying the junior college student is here and he is going to be here in increasing numbers. If the junior college is to meet the challenge of offering educational opportunities to all students capable of profiting from post high school education, it will need capable counselors who can assist in properly placing students within the various levels of skill courses and programs, and capable instructors willing to adapt their instruction to the heterogeneous student body characteristic of public junior colleges. More than at any other level, counseling and instruction need to be equal partners in the education of junior college students.

BIBLIOGRAPHY

1. Clark, Burton R. The Open Door College: A Case Study. New York: McGraw-Hill Book Company, Inc., 1960.

2. Collins, Charles. "Critical Problems Of Students," Junior College Journal, 36:32-36, April, 1966.

3. Gleazer, Edmund Jr. (ed.), American Junior Colleges. Washington, D.C.: American Council On Education, 1964.

4. Havighurst, Robert J. et. al. Growing Up In River City. New York: John Wiley and Sons, Inc., 1962.

5. Illinois General Assembly. House Bill No. 1710: The Public Junior College Act.

6. Knoell, Dorothy M. "Focus On The Transfer Program," Junior College Journal, 35:5-9, May, 1965.

7. __________, and Medsker, L. L. Factors Affecting Performance Of Transfer Students From Two To Four Year Colleges. Berkley: University of California, Center For The Study Of Higher Education, 1964.

8. Medsker, Leland L. The Junior College: Progress And Prospect. New York: McGraw-Hill Book Company, Inc., 1960.

9. Olsen, Lionel. "Study Problems Of Junior College Students," Junior College Journal, 28:329-332, February, 1959.

10. Seashore, Harold. "Academic Abilities Of Junior College Students," Junior College Journal, 29:74-78, October, 1958.

11. Tillery, Dale H. "Differential Characteristics Of Entering Freshman At The University Of California And Their Peers At California Junior Colleges." Unpublished doctoral dissertation, University of California, 1964.

COUNSELING SERVICES IN THE JUNIOR COLLEGE

Sauk Valley College
May 8, 1968
David L. Livers

In 1966 the American Association of Junior Colleges distributed a publication entitled "Many Things to Many People" 1/. This title clearly describes what the junior college establishment is to the American educational system. For many people, the community college may mean the only hope for post high school educational experience. For some it may mean the best way toward the achievement of a baccalaureate degree, or graduate work in an area of specialization. For others it may represent a procedure for qualifying for specialized work in the labor market. A common denominator, however, that indicates what all junior colleges mean to many people may be summed up in the word "Opportunity".

While the word "opportunity" characterizes what the junior college really is, it also characterizes the challenge to junior college student personnel programs. As Dr. Jane Matson has said, "The survival of the junior college in its most effective form depends, in large measure, on the quality of its student personnel services." 2/

One of the major topics selected for this conference is primarily concerned with the role of counseling in the junior college. While counseling is only one of the student personnel services there are several reasons for devoting a greater amount of time to this area.

First, it is one of the most important of the junior college services that should be offered. The very nature of the junior college in endeavoring to meet the educational needs of an extremely diverse student body puts heavy demands on the counseling function. In order to choose course work wisely which is appropriate for a wide variety of occupational opportunities, students must be assisted in accurately identifying their abilities, aptitudes and interests. Students need help in assessing their strengths and weaknesses in order to make realistic choices and decisions.

There is an obvious need for the educational and vocational counseling assistance which must be provided for the wide variety of students in the junior college. There is a growing awareness of the responsibility for personal-social counseling in the junior college setting. The Carnegie Report 3/ indicated that less than half of the junior colleges are performing the personal counseling function. A doctoral dissertation completed by Dr. James Johnson at Northwestern University indicated that "35% of the junior colleges in Illinois have no formal program for counseling students with personal problems although this was generally acknowledged as one of the most important functions of counselors, according to junior college administrators". 4/

Increasing enrollments in the junior colleges of Illinois and the accompanying diversity of these additional numbers further complicate the challenge of providing adequate counseling for the junior college student. "The projection of the United States Office of Education is that numbers of college entrants will increase 75% in the decade following the base year of 1963." 5/ All evidence indicates that the junior college is also an emerging institution in Illinois. Competent counseling services will become increasingly necessary to prevent the junior college from being an impersonal educational institution where students feel they are losing acceptance, security and identity.

A second major concern is that counseling is an area of specialization which is not fully understood by administrators, instructors, students, and sometimes not even the counselors themselves. It is important that each of these groups understands the nature, scope and potential of the counseling service.

Without administrative insight, understanding and support, the counseling function will be doomed to mediocrity at best. As with other functions, counseling requires funds, staff, equipment, materials and encouragement to grow and accomplish its purposes. The administration must recognize the value of the counseling service for resolving problems and for assisting in the personal adjustment of students. The administrator must also communicate the importance of counseling and all student personnel services, to the governing board, the faculty and the general public. The Carnegie Report 3/ indicates that "support of administration" is significantly related to the effectiveness of counseling and was one of the variables which distinguished strong from weak programs.

There is evidence that many junior college administrators do not at this time fully understand the nature and purposes of the counseling service. Communication must be improved between junior college administrators, counselors and junior college counselor-educators so that effective programs can be assured.

Faculty understanding of the services and goals of counseling are practically as crucial as administrative support. The counseling services offered must be worthwhile and must contribute to the educational goals of the institution and the satisfactory adjustment and development of the individual student. Counselors should be allowed to counsel, and not be made professional program time schedulers. This kind of high paid secretarial responsibility might well be assumed by sub-professionals, who can be trained to perform these tasks--probably more efficiently than either counselors, instructors or administrators. Counselors cannot afford to deal with tasks such as scheduling either in terms of the time available for such functions or in terms of the sub-professional image that is automatically created by both students and instructors for those who carry out sub-professional tasks!

Not only must counselors be allowed to counsel, they must also build strong working relationships with the instructional staff members. Instructors in the academic and vocational areas, through their daily contacts with large numbers of students, are in a position to screen out those students in need of counseling, and refer them to the counselor. Counselors have a responsibility to assist staff members in the identification of who should be referred, and in following up and consulting with instructors after working with students who have been referred. This cannot be a "one way street". If maximal benefits are to be realized by the student in terms of desirable behavior changes...and if maximal effectiveness of the junior college program is to be achieved...a cooperative, team relationship must be developed and maintained between counselors and instructional staff.

The confusion students experience in not knowing what to expect of the counseling service is usually most apparent in those schools in which inappropriate services are being performed. Again it relates to information already cited in which counselors are viewed as those who perform primarily clerical duties such as scheduling. Students need assistance in scheduling but they also need to know where they can get professional assistance in resolving many of the more complex problems and decisions they face. Yes, the junior college is many things to many people and counselors in the junior colleges seem also to be many things to many people.

Little wonder counselors have some difficulty understanding what seems to be the most appropriate role for them to play within their own service. This relates to a third major concern; that is, the difficulty in preparing for and successfully implementing counseling at the junior college level.

Perhaps the greatest difficulty in preparing for the counseling profession in the junior college is the lack of preparatory programs geared specifically to the junior college level. The Carnegie Report 3/ provides substantial evidence that of the 106 counselor education programs in the United States little provision is made for the preparation of junior college counselors.

What does this mean to the junior college program? It means that administrators will either hire counselors who have a less than desirable training program specific to the junior college level or--hire those who have received their training in another educational level with the hope they can make the transition. Some administrators may even take a third option. They may hire counselors who have little or no training in the student personnel area and hope that their qualities of leadership, relationship with students, familiarization with the area, and on the job experience will compensate for graduate training in counseling. All of the alternatives leave something to be desired.

A basic criticism from junior college administrators who are hiring is the fact that there are very few potential counselors available who have an understanding of the philosophy, function, research and status of junior college education. They are not prepared to cope with many of the problems and needs of junior college students. While there is a definite core of preparatory courses for training counselors, this needs to be adjusted in the training program of the prospective junior college counselors so that they might be maximally effective when they enter their jobs in the community college.

A fourth area of concern is how to deal most effectively in the future with some of the problems raised, and generally improve the outlook for providing qualified counselors in the junior colleges of Illinois.

In spite of the pessimism in previous sections of this paper there are some positive aspects to be considered. In the first place, counseling is the only one of the student personnel services which has a clearly recognizable core of preparatory course work. There is a definite possibility for identifying key elements of the counselor function and implementing them in specialized junior college training programs in graduate programs of Illinois universities who can provide such training.

There seems to be general agreement among counselors that the following elements should be included in courses having specific goals for preparing junior college counselors:

a. Course work orienting students to the philosophy, function and status of the junior college

b. Course work in counseling theory

c. Practicum or internship in counseling utilizing the community college setting where counselors have an opportunity to work with the full range of students found in a community college

d. Course work in the informational services with emphasis on a vocational orientation essential for working effectively with junior college students

e. A comprehensive coverage of appraisal services appropriate to the junior college level

f. Course work in developmental psychology extending from late adolescence through adulthood

g. Work in the development of skills and techniques for working with groups in the community college

h. Course work in socio-cultural foundations

Perhaps there are some desirable areas omitted in this list but the eight areas mentioned cover many basic concerns. These seem to be the basic areas of responsibility most often accepted by junior college counselors. As far as where one may expect to find this kind of preparatory course, the field is indeed limited.

Illinois State University at Normal does offer real promise for meeting training needs of junior college counselors. They have had two NDEA Institutes for training junior college counselors. They offer supportive course work in terms of four specific courses exclusively for those entering the junior college area. The counselor education area has added a new member, Dr. Twyman Jones, who has spent several years as both a counselor and Assistant Dean of Counseling at Meramec Community College in the St. Louis area. In the fall of 1968 a new course entitled "Junior College Counseling" will be offered for the first time. It will be scheduled as an evening class.

While this program can hardly be termed a "panacea" for would be counselors, it represents positive action in the interest of the junior college counselor. Perhaps through continued communication and concerted effort, the problem of providing adequate training for junior college counselors can be satisfactorily provided.

REFERENCES

1. *Many Things to Many People*. American Association of Junior Colleges, 1966. Publication supported by the Shell Companies Foundation, Inc.

2. Matson, Jane E., "Implications of the Project for Professional Preparation of Junior College Student Personnel Workers", *Selected Papers: 46th Annual Convention American Association of Junior Colleges*. Washington, D.C., 1966, p. 60.

3. Raines, Max R., Staff Director. *Report to the Carnegie Corporation Junior College Student Personnel Programs: Appraisal and Development*. The American Association of Junior Colleges, Washington, D.C., 1965.

4. Johnson, James, "The Perceived Functions of Personnel Services in the Junior Colleges of Illinois", Unpublished Ph.D. Dissertation, Northwestern University, June, 1966.

5. Collins, Charles E., "*Junior College Student Personnel Programs: What They Are and What They Should Be*", American Association of Junior Colleges, Washington, D.C.: 1967, p. 5.

THE ADMINISTRATIVE RELATIONSHIP OF THE STUDENT PERSONNEL PROGRAM TO THE COMPREHENSIVE JUNIOR COLLEGE

Sauk Valley College
May 8, 1968
Parmer L. Ewing

When House Bill 1710 became an Illinois law on July 15, 1965, a new dimension was added to the higher education system of our state. People are referring to the Illinois public junior college as the "people's college" because of its provision for a continuing educational program for all post-secondary students regardless of their high school class standing. In each college, provisions are to be made for those who wish to transfer to a four-year college, to enter a vocational or technical field, or to supplement their previous training by enrolling in special courses for adults.

The administration of the comprehensive or "people's" college has assumed great importance because of its unique objectives and programs that must be organized and developed if it is to meet the legal provisions of House Bill 1710. We must assume that junior college administrators and teachers will strive to meet much more than the minimum requirements of the Illinois Statutes. They should be concerned with the Illinois Master Plan, its objectives, and future development.

The heart of every school is the individual learner to be served by it. A genuine concern for, and understanding of, the individual student is a prerequisite for anyone who chooses education as his working field. The administrator must be a teacher if he is to fulfill his role as the leader of his college. He must communicate respect for, and understanding of, those with whom he deals. The administrator does not enjoy the advantage of the classroom teacher in daily contacts with the student, and he cannot be expected to have depth understandings of all subject matter fields. However, he can be most effective by understanding the teacher-learning process, and by working productively with people by relating his actions to the objectives of the school.

One of the recent trends in educational administration is the recognition that the successful administrator does not try to make all of the decisions for his school, but spends more of his time in the development of decision-making machinery. This is often referred to as the team-and-systems approach. He involves his board, staff, students and community in a cooperative study of the goals of the college. These goals become the educational objectives and should guide the board in setting policies which become the broad guidelines for the achievement of their goals.

The implementation of these board policies by the development of specific regulations and statements of procedure gives the administrator an opportunity to work with his staff and student body in building a firm foundation for effective decision-making. In these days of both student and faculty militancy, this may be the focal point for the development of team spirit among both faculty and students.

The educational program for the school can be carried out more effectively by the professional staff if the staff and students have been involved in the making of regulations and statements of procedure.

The development of effective decision-making machinery in the educational process involves the delegation of certain areas of responsibility to staff members. In many of our colleges this has resulted in the appointment of deans for instruction, student personnel services, and business. Student personnel services are involved in coordinating all the services that have a relationship to the student; and this means the entire junior college as well as the secondary school and the four-year college.

Career counseling and guidance will take on a new meaning in the high school as well as in the junior college. The function of the secondary school counselor will be to help the secondary school student plan his post-secondary program by making available to him the functions and resources of the public junior college in our system of higher education. The junior college counseling and guidance personnel will have as their prime function the matching of students to the various programs offered. It will be a continuing process, starting from the day the student enrolls and continuing to the day he is ready for placement in a job or moves into a transfer program at a senior college or university. During the period that he is enrolled in a junior college, considerable effort and thought should be given to advising him of his capabilities and where his best potential is indicated, and then enrolling him in programs that are suited to his talents. Then and only then will the comprehensive junior college fulfill its role in our plan of higher education.

The administration of the pupil personnel services program will be a most important factor in the operation of the comprehensive junior college. Its scope is wide, since it not only involves working with all areas of its own college, but must coordinate its relationship with both the high school and the senior college as well as with employers of students. The function of pupil personnel services must be understood by the staff and students, and both must be committed to the goals and objectives of their school.

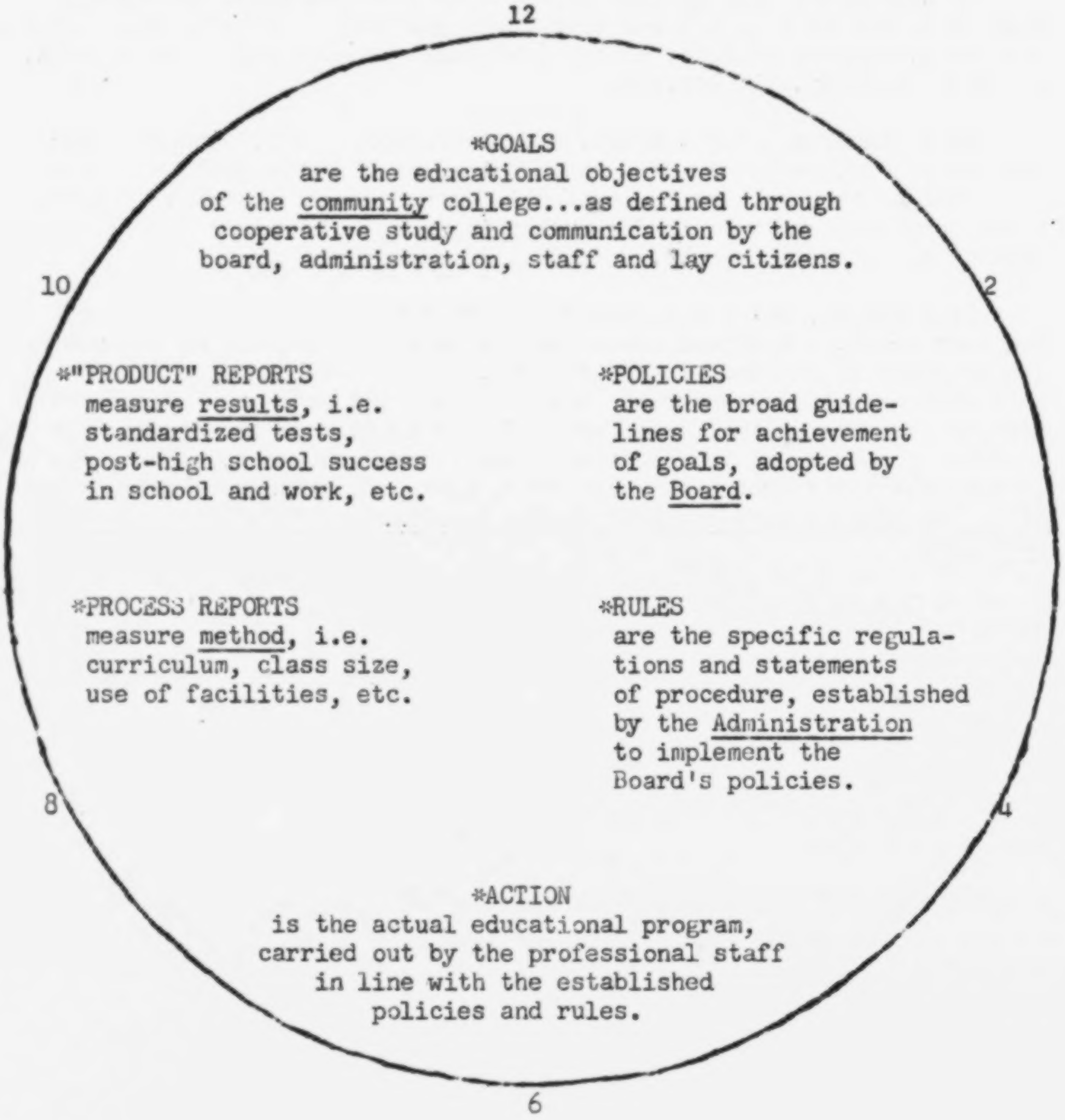
Administration of a program should not be made up of shortcuts or gadgetry but should be a scientific socially oriented process that is made up of several component parts: decision making, organizing, coordinating, planning, communicating, influencing and evaluating. None of the component parts is more important than the other but together they make it possible for a person to function as an efficient administrator.

The following outline is submitted as an example of how the systems approach might be used by the administration of a comprehensive junior college. It is evident that the student personnel program must be an integral part of the total administrative process.

HOW GOOD IS YOUR COMPREHENSIVE JUNIOR COLLEGE?

Board members, administrators and citizens can work together to establish goals, policies and procedures, which will help to answer the question.

This chart might hlep you to stimulate thoughtful analysis and considered action in your community.



*GOALS
are the educational objectives of the community college...as defined through cooperative study and communication by the board, administration, staff and lay citizens.

*"PRODUCT" REPORTS
measure results, i.e. standardized tests, post-high school success in school and work, etc.

*POLICIES
are the broad guidelines for achievement of goals, adopted by the Board.

*PROCESS REPORTS
measure method, i.e. curriculum, class size, use of facilities, etc.

*RULES
are the specific regulations and statements of procedure, established by the Administration to implement the Board's policies.

*ACTION
is the actual educational program, carried out by the professional staff in line with the established policies and rules.

BEWARE OF SHORT CIRCUITS:

Process reports tell whether policy and rules are being carried out, but only product reports can tell whether goals are being achieved.

SUMMARY:

In developing this systems approach to administration the circle represents the face of a clock with goals symbolizing 12 o'clock, policies 2 o'clock, rules 4 o'clock, action 6 o'clock, process reports 8 o'clock, and product reports 10 o'clock.

It is important for a board, administration, staff, students, and lay citizens to be involved in the development of these goals and to be committed to them so that the evaluation process will be built upon this total commitment as a basis for evaluating policies, rules, action, process and product reports.

If policies, rules and procedures reflect this total involvement and commitment, the actual educational program carried out by the professional staff is in line with established guidelines. Process reports tell whether policies and rules are being carried out but only product reports can tell whether goals are being achieved. It is evident that a school that follows this systems analysis approach will be more able to evaluate their school than one which uses other less systematic methods. Effective administration should enable students and faculty to do their best work.

QUESTION AND ANSWER PERIOD

Moderator: (Dr. Lichty) Before we start the question and answer period, I would like to introduce Dr. Twyman Jones, Assistant Professor of Education at Illinois State University. Dr. Jones, who accompanied Dr. Livers on the trip from Normal, will also be available to answer questions. Now let's begin with the first question.

(Q) (Illinois Central College)

"Is a junior college obligated to accept students from outside of the district?"

(A) (Dr. Ewing) I would want a little more information on your question, but I'll give you a theoretical answer. You are responsible to the district. This district is defined by the formation of your original class, so everyone who is in that district, I believe, has a priority over anyone from any other part of the state. If you deny people outside of this junior college district the right to come, I think you would need a reason which would be understood; going back to your systems analysis, you would want to have all of this determined by your board policy and your own rules and regulations. The local administrative staff should be prepared to answer this question in terms of predetermined policy, and I think you should place priorities; first in your own district, then in other parts of the state outside of your district, and third outside the state.

(Q) (Illinois Valley)

"What provisions are there in the Junior Colleges for counseling in groups?"

(A) (Dr. Livers) I'm not familiar with any research or survey that reports the extent of group procedures currently employed in junior colleges. The preferences of the local junior colleges would be the determining factor. Certainly, this is an area that is becoming more and more prominent. With the increasing demand for counseling, I would expect that we might see group counseling in most all junior colleges in a relative short time, as soon as we have competent people to take care of it.

(Q) (Joliet)

"Would one of the speakers comment upon the responsibility of, the need for, and the operation of the student employment service, and the function of the student personnel division?"

(A) (Mr. Wisgoski) I think if we consider the characteristics of junior college students, it becomes readily apparent that there's a real need among most of them for some sort of financial assistance. Frequently, this takes the form of work assistance, or work study programs of one sort or another. I'm not sure I clearly understand your question because we have another facet of the placement service to consider. As the community college increasingly provides societal, occupational, and short-term vocational training, I think the vocational guidance department will need to establish a placement service that will assist these students in completing the programs to secure adequate employment.

(Q) (Sauk Valley College)

> "If counselors are not involved in any scheduling functions, how then do they work with students who have no great social or personal problems, but are in need of professional advice regarding the best educational or vocational program to follow?

(A) (Dr. Livers) Perhaps the answer to this lies in the kind of communication you have between instructional staff and counselors. Certainly counselors need to take the initiative in working with instructors to help them understand when they should refer these types of students. Also, as I mentioned before, a follow-up should be made once they've worked with these students so that the instructor knows that something is being accomplished. Perhaps, in some cases, the counselor will make suggestions as to how the teacher could further facilitate the resolving of the problems or the adjustment, I think a lot of it depends upon a desireable relationship existing between the counselor and the instructional staff.

(Q) (Illinois Central)

> "Would any of the speakers care to comment on the importance of the activities program as part of the student personnel service?

(A) (Al Wisgoski) I think the student activities portion of the student personnel program has been much neglected by many junior colleges. It's an area that offers considerable promise for individualizing relationships. I think it's an area that will become increasingly important.

(A) (Dr. Livers) I might say that this is an area that, perhaps, should be incorporated in a counselor preparation program or in a student personnel worker's preparation program. I think you can anticipate this as one of those areas in which there is not a large body of academic work. It is a specialization, though, that needs some attention.

(A) (Mr. Jones) I'd like to add just one more idea. It seems to me that a question like this should be determined primarily by a study of your goals. Bringing all of your people together, including your students, will bring out the importance of the question. The faculty and staff will have a chance to discuss this question across the table with the students and it will not arise as a special problem afterwards--it will be written into your total program.

(A) (Dr. Livers) This may be the route it will have to take because the typical counselor education program does not reflect adequate familiarity with the unique characteristics of the activity program in the junior college. University counselor training personnel are familiar with the university and college settings, and they would probably try to force this kind of setting on a junior college person which really wouldn't be entirely suitable. It may be a little while before we are able to give this matter the attention it deserves.

(Q) (Joliet)

> "Dr. Livers, in his talk, mentioned the load of a counselor and his 500 students. Would he care to comment on how many full-time counselors he would suggest for a junior college of 2,000 'full-time equivalency' students?"

(A) (Mr. Wisgoski) I made the accusation that vocational guidance in the junior college does not function properly because frequently the counselor-student ratio is excessive. I defined as excessive one counselor per 400 or 500 students. I would recommend, in keeping with what the recognized specialists have recommended, that there be one counselor for every 250 students. There are a great many functions that a counselor must perform in the junior college. Services have to be diversified, because the students are in need of different kinds of assistance. If you extend the ratio much beyond that, you simply cannot provide adequate services.

(A) (Mr. Jones) I would insert one caution. We're reaching another artificial situation when we try to set up a counselor-student ratio, and I think Dr. Livers mentioned in his talk that Jane Matson has frequently said that the future of this program depends upon the quality of the student personnel program we offer. I'm a little afraid that we really don't have the tremendous supply of competent counselors that we can draw from to meet this kind of ratio. If we could, I think it would be great, but we need to get quality before we actually come to a point when we really try to meet a specific ratio.

(Q) (Sauk Valley)

> "How effective is the faculty advisorship as a part of the junior college counseling program?"

(A) (Mr. Wisgoski) I will first admit to a tremendous bias, and my bias is that the faculty advisorship program works in theory but not in reality. It seems to me that you're asking instructors to divide their loyalty by increasing their competence in the area of counseling as well as instruction. I think Dr. Livers would concur in the difficulty of trying to complete a counselor education program within a year, let alone attempting to educate faculty personnel tp perform these services. I think you're also making another assumption; that you can get sufficient interest among faculty to devote the necessary energy and time to the counseling program. I suspect that it would be possible to recruit some instructional staff members who would do an excellent job of assisting students, but I do not think, on a wide spread basis, that it's practical.

(A) (Mr. Jones) This question happens to be of special interest to me because we've put quite a bit of work on such a program in the St. Louis Junior College District. I would readily agree with Al that most faculty advisor programs are not what they really ought to be. But there is another alternative besides having the counselors assume full responsibility for educational advisement. In Meramac Community College, we have recruited a number of middle-age housewives and trained them specifically to handle the area of educational advising. This sort of thing requires that you be very careful in the selection of the people that you're going to use, in their training, and in their supervision. Under proper handling it offers a promising alternative.

(Q) (Ill. Central)

> "Please comment on permissiveness in dealing with student rebellion as contrasted with the college for true democratic action or interaction."

(A) (Mr. Ewing) This is like asking, "Have you stopped beating your wife? Answer yes or no." Either answer will be wrong to some people, but let me give you some of my personal biases about it. I'm a strong believer in this goal business. I think that the staff you employ, the youngsters that come to school, their parents, the people in the State department, and so on, have to be committed to certain goals. Now if you're committed to these goals, the student rebellion takes on a little different type of procedure. At Southern, where I teach, they have demanded that we not allow Dow Chemical salesmen to come into the student union. The student senate passed a resolution which isn't law but it is just a suggestion to the school administration that the Army and Navy not be allowed to come into the Student Union. If you have goals set up for your college, it seems to me that some of these demands come outside of what you have agreed is the purpose for those students. I think it is a fact that many of the people who were in the rebellions on various campuses, like Columbia, wanted to disrupt the university and then rebuilt it in a different image. If you have acceptable goals toward which all are working, rebellions are less likely to occur. Just one more think, Dr. Lichty, I don't want to be making a speech, but this is so important that I think you should investigate, ifyou can, what the chancellor at the University of Denver did. He had 40 people make demands which, he didn't think, had any business being made at the University of Denver, and therefore dismissed them. He had wonderful support all over the United States for this action. But if he had been permissive and let them go on, then democracy and everything else might have been pushed aside.

(Q) (Illinois Central)

"We would like for the doctor to reiterate the reason why capable students might become failures."

(A) (Mr. Wisgoski) I suspect there are numerous reasons why good students fail. It would be difficult to generalize. I suspect that there still is this question of unrealistic selection of goals. A goal that is selected on the basis of misinformation, or on the basis of ill-advised parental direction, is not very realistic for the student. Capable students may fail for lack of a sense of direction which has meaning and urgency for themselves.

(Q) (Illinois Valley)

"What is the best plan to help students understand the goals and purposes of the comprehensive junior colleges?"

(A) (Mr. Jones) I think one of the major things we have to do to help students understand the nature of the purpose, and their place in the comprehensive community college, is to have a very effective orientation program which is probably much different from the regular or typical program that we now use. I'm talking about an orientation program in which the students would sit down in small groups with various members of the instructional staff, the student personnel staff, and the administrative staff, in a coffee lounge or a cafeteria area, where a very informal situation would prevail. In this way they could be introduced to what the college is really all about. Perhaps there are other ways. I think Al has something to add to that.

(A) (Mr. Wisgoski) Probably for at least three or four decades, junior colleges have been concerned with articulating with senior colleges and universities. I think your question is intertwined with the need for a strong articulation program with the high schools. I do not think that the college counselor can do this alone. I would stress the need for a college counselor to work closely with high school student personnel people and to begin the distribution of information at an earlier age. It may be wise for junior college personnel to visit high school; it may be wise for high school personnel to visit junior colleges so that they better understand the program and become more capable of explaining the program to high school students.

(A) (Mr. Jones) I heard of a real interesting program the other day that deals with this where the junior colleges actually went out and hired counselors in the high schools part-time to represent them to the high school body. They actually paid a high school counselor to be their representative. This also would provide many informational opportunities for the high school student.

(A) (Dr. Lichty) I think the moderator will exercise his prerogative to that question also. One of the most important things to get students to accept their goals and purposes in the junior college is for the faculty to know what those goals are. You people on the faculty can do more towards selling the junior college to your students and convincing the students that they are there for a purpose; and that this purpose can be defined regardless of what it is. It may not be the answer to all questions, but it can be defined, and I think that you people have responsibility for clarifying the purposes and goals of the institution, for the students with whom you come in contact.

(Q) (Sauk Valley)

> "If counselors are to counsel, can this be best effected by a clinic-type approach or do you feel a decentralized system has more to offer?"

(A) (Dr. Livers) I think that the main force is in the direction of a centralized counseling service. I sort of object to the terminology of a "clinic." I think a "counseling service" is probably more appropriate, and I believe that there is no research at the present time to really back up the effectiveness or desirability of the decentralized procedure. Mr. Jones has had a paper on this subject published recently. Perhaps we had better let him speak to us.

(A) (Mr. Jones) A decentralized system is very intriguing, and I'm glad that a good many colleges are trying it because I think it should be tried. But I see a number of disadvantages. I think there's a real possibility that counselors will end up primarily as educational advisors under the domination of the chairman of the division in which they are placed. Also, I don't think we're really training counselors for this function because it takes a rather independent, very confident person to go out and face the kind of pressure that he's going to be facing from staff members, division chairman, and so forth. I really think that the same basic goals can be accomplished in a more centralized (not a clinical, but a more centralized) setting, if the counselors will get out of the office instead of just sitting there. They should go out where the students are. Furthermore, I think maybe the counseling center should be in the student center, student union, or whatever you have on your campus and should not be, of all places, in the administration building.

(A) (Dr. Ewing) I would like to add one other idea that comes to mind as we've been discussing this problem, and that is sensitivity training as it's being carried on by the National Laboratory of the NEA and Syracuse University. Syracuse has one man who is devoting practically all of his time to sensitivity training which isn't related just to counselors, but is related to anyone who works with groups of people either at the secondary or the college level. It has many implications for graduate people.

(Q) (Illinois Central)

> "Mr. Wisgoski reported some statistics related to the composition of the student body of the junior college. We're wondering if he was talking about full-time students or only part-time students; and if he was talking about one particular group, how would this compare to the other ones?"

(A) (Mr. Wisgoski) Let me first offer a general answer. I tried to portray a generalized picture of the nature of junior college students. I would like to emphasize the importance of an institutional study investigating the characteristics of the students that are at a particular junior college. For example, the description I gave would not fit the students at Illinois Valley Community College. Last year 70 per cent of our student body transferred to senior colleges and universities. This is, I think, unusually high. I suspect, that in the years ahead, the characteristics of our student body will change. I think I see a change from last year to this year. I was quoting from studies that attempted to deal primarily with the students attending day programs, rather than the part-time adults attending evening classes.

(Q) (Illinois Valley College)

> "What is the role of the classroom teacher in counseling?"

(A) (Dr. Livers) /Certainly, one of the key roles they play is the identification of those students who could profit from professional counseling.

(A) (Mr. Jones) At the risk of appearing to contradict what I said earlier in response to the question about the use of faculty advisors, I would suggest that the competent instructor, especially the instructor who is receptive to students will find that the student will gravitate to him for assistance. I would suggest that the instructor, and this can be dangerous I understand, feel free to assist the student to the maximum of his competence, and then at that point I would concur fully with Dr. Livers. I did not mean to imply earlier that the instructor should not be deeply involved. I would feel that a counselor, or a student personnel service, would be completely ineffective if there was not close cooperation between instructional staff and student personnel staff.

(A) (Mr. Jones) And of course, I believe that the primary responsibility teachers have for guidance and student personnel work is providing for the individual differences of their students in their classroom. I realize that this is difficult in a community college, where classroom teachers usually have a fairly heavy load, but this is still, I think, the primary responsibility of the classroom teacher. If he can really adequately perform this function, he will have helped the students of the community college immeasurably.

(A) (Mr. Wisgoski) I'd like to answer the first part of it. I believe this is where the administrator comes in as a quarter-back. He makes it possible for his guidance staff, starting with the dean of student personnel, to meet and work with the entire staff. When working on goals, there must be some agreement on the functions of the teacher and the functions of the student personnel staff. In the colleges I have visited the last two years, I have seen some wonderful rapport developed because the counseling staff and the teachers leveled with each other. They both understood each other and they could talk over these problems without each of them thinking it's the other person's job.

(A) (Dr. Livers) I'd just like to expand on this a little. I didn't mean to imply earlier that instructors would not assume some basic counseling responsibilities, but, as Al mentioned, it should be within the limits of their training and time. If we maintain the type of working relationship that we'd like to have, Dr. Lichty, I would say that you are correct in your assumption.

(A) (Mr. Jones) I think we'd all agree that this is a very important area; however, let me put in my own personal bias. I'm a little sick and tired of people in my own area complaining about the faculty and the administrators not understanding them and their function. And I think again, the counselors, student personnel people, and especially deans of student personnel, need to start pushing a little bit. They need to go out to the people. We shouldn't wait for students, for faculty, or for administrators to come to us. We should be going to them. I think this is extremely important. Joe Cosands, president of the junior college district of St. Louis, mentioned that the student personnel administrators should be on a par with the dean of instruction; however, in most schools you usually find the dean of instruction's office right next to the president's. If this is the case in most of our schools, I guess the dean of students is going to have to go down the hall a little way and influence the top administrator; we have to have our counselors going out to the teachers in order to affect this kind of rapport. I don't think we can just sit and wait for them to come to us.

(Q) Illinois Central

What medium do you prescribe for making students and faculty members aware of counseling potential?

(A) Dr. Ewing: I believe that one of the things that students understand better than anything else, is what other students tell them. I don't want to downgrade the teachers, but some of our students can tell other students certain things much better than the teacher can. I would work first of all on the students. There's been a very interesting experiment going on in the lower side of New York called the Mobilization of Youth. They tried, through their guidance programs to rehabilitate these youngsters, and they found that they just couldn't do it. So they hired the boys who were accepting the advice and getting along with the other advisees and paid them by the hour to counsel with these other students. Many other things were done. They bought old grocery stores and old filling stations, and let these boys work in them and they paid them by the hour. They hired mothers from the lower east side of New York who could manage the family budget on the meager salaries they were being paid in the home to help other women shop and manage their children. It paid some real dividends.

(Q) Illinois Valley:

What can be done to improve study skills among junior college students?

(A) Mr. Wisgoski: There are probably several answers, but first I should ask a question. Are you speaking of the student who is already in the junior college? If you are, I suspect it is possible to utilize several approaches. Some junior colleges offer a course that is called Orientation 101. It is an attempt to help those students who are deficient in the basic skills develop study skills that will enable them to overcome these deficiencies. I suspect that we should detect these deficiencies in students as quickly as possible and try to remedy them at the level at which they exist. Let's also try to begin remedying the problem back in the high school if we can.

(Q) Joliet:

It was mentioned earlier that Illinois State University is developing a program for training counselors especially for the junior college program. Have the state universities begun to develop some criteria for such a curriculum?

(A) Dr. Lichty: I think this is a matter for each individual university. Speaking only for Illinois State University, we are planning to expand our total junior college offerings as well as all our higher education offerings, and this will be one of the areas in which we hope to expand. Maybe Dr. Ewing can add something on this.

(A) Dr. Ewing: I believe that all of our schools are now working on programs that will enable our guidance people to do better work. I'd like to caution anyone who is working in the field to try to do a better job of recruiting people. At Southern, they've been talking about not allowing everyone who wants to be a guidance counselor to come in and become qualified, and they have the mark of a counselor when they don't have the disposition or the attitude. Having been a superintendent of schools many years, I could give you line and verse about some people who were not very good teachers. They would come in when they were having difficulties holding down the job in a particular school. I'd say, "Well now, you say you want to change. What is the field you'd like to go into?" Immediately they'd say, "I'd like to be a guidance counselor." We should be careful of those people who think they can advise other people when they haven't done a very good job of advising themselves. So, selectivity is one of the things that we've been thinking about at Southern, that is, trying to get people who have the proper attitudes and qualities.

(Q) Sauk Valley:

> What responsibility is there in guidance for changing the aspiration level of community college students? This includes older, as well as recent high school graduates.

(A) Mr. Jones: This is an area in which counselors have a major responsibility. The word changing bothers me a little bit. I think possibly students arrive at more realistic aspiration levels is what we are talking about. Counselors have not, from my experience, done a tremendous job in this area. They've been a little too relunctant to make available to a student the kinds of information which would probably influence his decisions in such a manner that he can accept the information, and really make it a part of himself and of his plans. Sometimes we've gone into this and have been a little too superficial. Of course, I don't see any difference between the goal, the general over-all goal, of the counselor working with the older student as opposed to the recent high school graduate. There are going to be some differences in procedures, and there'll be some difference in the kind of students you're working with. But basically, we want to help all of these people arrive at some kind of a decision and gain a view of themselves that will maximize their own development and their potential.

Dr. Lichty: Ladies and gentlement, our time is almost gone, and I want to express my appreciation to the junior colleges that cooperated with us in these seminar programs. This was, as we explained to you at our first seminar meeting, a pilot program; we wanted to see how it worked. We believe that universities, not only Illinois State, but other universities in the state, have a special responsibility to the junior colleges. We believe that we can be of some service to you and at the same time, we can profit from learning from you. So, we do appreciate very much the cooperation that's been given to us by these four colleges.

We hope you will help us to evaluate this pilot program. We do feel, from the university stand point, that these seminars have been worthwhile. We would like your opinion of them and if your opinion agrees with ours, we will plan to do something more along this line next year.

Again I want to thank those who have helped with the panel presentations, and those who have helped with the mechanical and technological aspects of the project. We are indebted to the telephone companies, which have worked under somewhat adverse conditions during a strike situation. This I believe concludes our four seminars. I hope you've had as much fun out of them as we have. Good night!